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ABSTRACT

Methods of attracting, preparing, and retaining a solid cadre of dedicated, effective teachers in Wisconsin's schools are considered. Ideas and programs are offered for local school boards, the state legislature, teachers and administrators, and the general public. Specific recommendations are made on: (1) attracting competent individuals to careers in teaching; (2) improving the preparation and performance of teachers; (3) retaining competent teachers; and (4) improving teaching and teacher education. A summary is given of the results of an investigation of the supply and demand for teachers in the state. Concluding comments consider implementing recommended changes, issues facing teacher educators, and the implications of technology for teaching and teacher education. Appendices (the bulk of the report) provide information on: (1) persons presenting information at the request of the task force; (2) demographic characteristics of Wisconsin's public school teacher supply and demand; (3) survey of opinions of Wisconsin teachers and principals concerning teachers and teacher education; (4) trends in requirements for admission to teacher certification programs at Wisconsin's public and private institutions of higher education, 1979-80 and 1982-83; (5) admission, retention, and graduation requirements of Wisconsin teacher training institutions as of November 1, 1983; (6) credit distribution requirements for elementary and secondary education majors at state-supported and privately supported Wisconsin colleges and universities; (7) student teaching and field experience requirements of selected public and private Wisconsin teacher training institutions; (8) the charge to the Task Force on Teaching and Teacher Education; and (9) survey of Wisconsin Association of School District Administrators on the quality of teacher education in Wisconsin. A brief report is given of this survey of administrators. Comments on attracting and retaining teachers, and the preparation of teachers in the areas of testing, field experiences, teacher education, and personal qualities of teachers are summarized. (JD)

ED244956

Final Report of the State Superintendent's Task Force on

TEACHING AND TEACHER EDUCATION

January 1984

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
HERBERT J. GROVER, STATE SUPERINTENDENT

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SP 024 470

FINAL REPORT

STATE SUPERINTENDENT'S

TASK FORCE ON TEACHING AND TEACHER EDUCATION

January 1984

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Bulletin No. 4250

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B. That programs be developed for implementation by local school districts and by the state to improve the status of teachers so as to make teaching comparable to other professions in terms of scope of responsibilities, salary and benefit provisions, opportunity for continuing professional advancement, and support services.

C. That the department of public instruction take an active leadership role in the recruitment of able high school students and persons seeking a second career. Special efforts should be made to attract persons of diverse racial and ethnic heritage.

D. That entry level salaries of teachers be increased to make them comparable to other professions requiring similar levels of academic preparation.

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C. That each teacher education institution require that applicants for admission to its preparation program(s) demonstrate mastery of basic skills by passing a standardized examination approved by the State Superintendent.

D. That the liberal education (arts, humanities and sciences) component of teacher preparation programs be strengthened and that the responsibility of the entire college or university for the preparation of teachers be reaffirmed.

E. That early and continuing field experience designed to acquaint potential teachers with the role of the teacher and the nature of teaching be required of all students enrolled in teacher preparation programs.

F. That all teacher preparation programs include at least one semester of full-time student teaching.

G. That the State Superintendent initiate a standardized test of knowledge of subject matter and knowledge of pedagogy as a condition for probationary licensure as a teacher in Wisconsin; that initially the data obtained be used to explore the relationship between performance on the test and the candidate's subsequent teaching performance; and that a candidate's performance on the test not be used as a basis for denying licensure until the validity of the test has been established.

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(Copies of these Appendices are available from the Department of Public Instruction, 125 South Webster Street, Madison, WI 53707.)

WISCONSIN ASSOCIATION OF
Manufacturers & Commerce
YOUR STATE CHAMBER OF COMMERCE and MANUFACTURERS ASSOCIATION

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January 30, 1984

Dr. Herbert Grover
State Superintendent
Department of Public Instruction
125 South Webster
Madison, WI 53702

Dear Bert:

Enclosed is the Report by the Task Force on Teaching and Teacher Education, which you appointed over a year ago to determine how we can make the field of teaching sufficiently attractive to retain competent individuals in the profession. This report is focused on methods of attracting, preparing and retaining a solid cadre of dedicated, effective teachers in Wisconsin's schools during the remaining years of this century and into the next.

This report will provide everyone interested in education with a variety of ideas and programs that can be followed in the course of the next decade. There are programs here for local school boards, the state legislature, Department of Public Instruction, local social organizations, individual teachers and administrators and the general public. Preliminary press accounts of our recommendations have stressed the potential costs of some of them. Some of these programs will indeed cost money; however, many improvements in the educational field can be achieved with minimal additional cost.

The Task Force members deserve commendation for their committed work during the past 13 months. We are especially indebted to Professor Rossmiller for his direction and detailed summary of the thoughts that were expressed during the meetings, which were then developed and sent to the membership for further elaboration and discussion at subsequent meetings. I was tremendously impressed by his devotion and skill in directing this Task Force activity. He was ably assisted by John Scott and other staff personnel.

I believe it is the intention of each Task Force member to help wherever he or she can in furthering the communication, development and implementation of this report.

It has been a pleasure and a most interesting experience to serve as chairman of the Task Force. Thank you for the opportunity.

Sincerely,

Paul E Hassett

Paul E. Hassett, President

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INTRODUCTION

The charge issued by State Superintendent Grover directed the attention of the Task Force to the following six major questions:

- What can we expect Wisconsin's teacher supply and demand picture to look like over the years between now and the year 2000?
- What are the implications of emerging technology for the initial preparation and continuing professional development of teachers?
- What can we do to attract the most dedicated people with the finest minds to teaching and the education professions?
- How do we assure rigor and quality in teacher education?
- How can we best utilize our most effective and most skillful teachers?
- What can we do to make the field of teaching sufficiently attractive to retain competent individuals in the profession?

In the course of its work, the Task Force held 13 meetings (all of them open to the public); conducted public hearings in Brookfield and Wausau in March and April, 1983; heard testimony from many individuals and groups; read extensively about teaching and teacher education as well as the many reports on education that have appeared during the past year; conducted surveys of teachers, administrators, and teacher education institutions; and presented and discussed its preliminary recommendations at meetings throughout the state during October, November, and December, 1983.

During the course of its deliberations, the Task Force concluded that of all the elements which together comprise Wisconsin's educational system, none is more important than the classroom teacher. It will matter little what else we do, or how much money we spend on other elements of the educational system unless we have able, dedicated, effective teachers in Wisconsin's classrooms.

If our nation is at risk, as the National Commission on Excellence in Education concluded, it is because we have failed to pay enough attention to the important role education plays in shaping the social, economic, and political underpinnings of American life, and because we have not given sufficient recognition to the key role that teachers play in the educational process. Yet, we all know intuitively how important teachers really are in shaping the attitudes and aspirations of students. Nearly all of us can recall one or two teachers who profoundly influenced our own lives. Thus, most of the recommendations in this report address the task of attracting, preparing, and retaining a solid cadre of dedicated, effective teachers in Wisconsin's schools during the remaining years of this century and into the next.

I. RECOMMENDATIONS TO ATTRACT COMPETENT INDIVIDUALS TO CAREERS IN TEACHING

A. **That the Department of Public Instruction develop and coordinate a campaign to better inform the public about education, emphasizing career opportunities in education. The campaign should include participation from education, business, service and other interested agencies and organizations.**

Rationale:

A deep reservoir of interest in and support for education exists in most communities. Unfortunately, the efforts of diverse groups are not always well coordinated. The leadership of the Department of Public Instruction in the Year of the Elementary and Secondary Schools (YESS) program in 1983 provides an example of the type of campaign we envision. It is important that accurate information concerning the needs of education and career opportunities in education be assembled and provided to local school boards, administrators, and community groups for their use in local activities.

Recognition by local communities of the efforts of excellent teachers and administrators also is important. The State Superintendent's campaign to identify and acknowledge a "Teacher of the Year" and a "Principal of the Year" is an excellent beginning. Local communities could initiate similar programs to recognize and reward outstanding teachers and administrators. Such efforts could enlist the joint efforts of school boards, teacher organizations, community businesses, and service organizations in a common cause. While the Department of Public Instruction can provide leadership, information, and advice, the effectiveness of the campaign we recommend ultimately will be determined by educational, business, and other local leaders in Wisconsin's communities.

Guidelines:

1. The Department of Public Instruction should expand its efforts to provide information, advice, and assistance to school districts and community organizations interested in building better linkages and understandings.

2. Local school boards and administrators should make greater use of advisory councils, study groups, and ad hoc committees to establish partnerships between the schools and business, professional, social, and service organizations to assure that concerns and needs are communicated quickly, accurately, and clearly.

3. Cooperative Educational Service Agencies should coordinate public information activities within the region they serve and should provide consultation and assistance to local school districts.

B. **That programs be developed for implementation by local school districts and by the state to improve the status of teachers so as to make teaching comparable to other professions in terms of scope of responsibilities, salary and benefit provisions, opportunity for continuing professional advancement, and support services.**

Rationale:

The profession of teaching has never promised rich financial rewards. In years past people were attracted to teaching because it was viewed as socially important work and teachers were respected; the financial rewards, though not high, were competitive with many other professions; and job security was good for those whose work was satisfactory. Today, however, teachers believe they are not respected and that their work is not appreciated. Salaries are not competitive with those paid college graduates who enter other lines of work. Declining enrollment and the teacher lay-offs it has precipitated have led many teachers, especially those with limited experience, to fear for their jobs even if they have been unusually effective teachers. It takes an extraordinarily dedicated individual to choose to pursue a career in teaching under these circumstances.

There is abundant evidence that teachers are the most important single factor in the educational process. Good schools cannot exist without good teachers, and we are rapidly reaching a point where the most capable young men and women in our society are not opting for careers in teaching.

We believe it is crucial to the future well-being of our society that teaching be made a more attractive career choice. Our recommendations are designed to do exactly that! The recommendations which follow will, if adopted and implemented, create a wider range of career opportunities for teachers, provide incentives for continuing professional growth and development as a teacher, recognize and reward those who are unusually competent teachers, and make teaching a career worthy of consideration by a fair share of the most able men and women in our society.

C. **That the department of public instruction take an active leadership role in the recruitment of able high school students and persons seeking a second career. Special efforts should be made to attract persons of diverse racial and ethnic heritage.**

Rationale:

No occupation can seriously aspire to being considered a profession unless it can attract its fair share of able young people. Teaching at present is conspicuously deficient in this respect. There are serious shortages of teachers in technical fields where the rewards available in other lines of work make teaching an unattractive alternative. Furthermore, there is disturbing evidence that even in teaching fields that have traditionally been well supplied the quality of new entrants to teaching has fallen sharply in recent years, and that in all fields those dropping out of teaching include too many of our most able teachers. Such conditions simply cannot be allowed to continue if the quality of education provided in our public elementary and secondary schools is to improve.

Guidelines:

1. Teaching has always been and still is an important avenue of social advancement in our society. The Department of Public Instruction, in partnership with teacher preparation institutions, should take a leadership role in bringing to the attention of minority groups the opportunities available to them in teaching careers. The Department should work with other public and private agencies and institutions in a coordinated campaign to provide this information.

2. The Department of Public Instruction should exercise leadership in revitalizing and restructuring an organization similar to the Future Teachers of America (FTA) organization. Active FTA chapters were found in many Wisconsin high schools in years past but have virtually disappeared today. They should be reestablished and strengthened.

3. A career in teaching may have appeal to individuals who have been out of the work force for a period of time (for example, mothers who have devoted their attention to child rearing for several years), or to individuals seeking a second career (for example, men and women retiring from military service or individuals who have become disenchanted with their current jobs). The Department of Public Instruction should establish a clearinghouse which can provide such persons with information about the possibilities of a career in teaching.

D. That entry level salaries of teachers be increased to make them comparable to other professions requiring similar levels of academic preparation.

Rationale:

In recent years the salaries paid beginning teachers have failed to keep pace with the salaries paid college graduates in many other lines of work. The average annual salary of 1976-77 college graduates who entered teaching was $13,100 which, when adjusted for a 12-month period of employment, equates to $16,300. By 1979-80, however, when adjusted for inflation the average annual salary of college graduates who entered teaching had declined to $11,200 which, when converted to a 12-month basis, was only $14,000. In other occupations, the comparable 12-month salaries for new college graduates of 1976-77 and 1979-80 were $17,800 and $16,400 for business; $22,400 and $22,900 for engineering; $16,800 and $15,400 in biological and physical services; $15,300 and $18,700 in fine arts; and $17,200 and $15,900 in social sciences and psychology, (The Condition of Education, 1983 Edition, Table 2.25).

Although salary is not the only factor that may attract people to consider a career in teaching, it is not unimportant. If the slide in comparison to other fields of work is permitted to continue, it will be increasingly difficult to attract competent individuals to the field. We will make more specific recommendations concerning teacher salaries later in this report (Recommendation III-D). We wish, however, to underline the importance of more competitive beginning salaries as a factor in persuading able men and women to consider a career in teaching.

E. **That the state make available a low interest loan program to the best qualified students who wish to prepare for careers in teaching. Provision should be made for forgiveness of a portion of the loan for each year of employment as a teacher in Wisconsin.**

Rationale:

The cost of attending college has been rising steadily for many years. This trend makes it increasingly difficult for many students or their families to finance the cost of a college education. The availability of grants, scholarships, and loans has been an important factor in maintaining access to higher education for qualified students who would otherwise be unable to afford to attend a college or university. Although Wisconsin already maintains an extensive program of grants and loans to needy college students administered by the Higher Educational Aids Board, we believe it is important to establish a loan program for the best qualified students to help ensure an adequate supply of competent teachers for our elementary and secondary schools.

We urge that such loans be made available to qualified students at low interest rates. We believe that forgiveness of a portion of the loan for each year of teaching in Wisconsin would offer an additional inducement for competent teachers to remain in the state. It also would reduce the drain on the resources of teachers during their first years of service when salaries are lowest, thus increasing the attractiveness of teaching as a career.

Guidelines:

1. A loan fund earmarked specifically to provide loans to the best qualified students preparing for careers as teachers should be established and administered by the state.

2. Loans from the fund should bear a low rate of interest so long as the recipient is either enrolled in a teacher preparation program or engaged in teaching. If the recipient leaves a teacher preparation program before completing it, or leaves teaching, the interest rate on the loan should immediately rise to the rate charged on other student loan programs administered by the state.

3. For each year the recipient of the loan remains in teaching in Wisconsin, a percentage of the principal amount of the loan should be forgiven. The intent of this provision is to permit the full amount of the loan to be fulfilled within a reasonable period of time by those who remain in teaching in Wisconsin.

4. Students who become teachers and who received need-based loans under existing programs also should be eligible for forgiveness of a portion of the principal of the loan for each year they remain in teaching in Wisconsin.

5. Local school districts and higher education institutions should work with community organizations and individuals to secure funds for scholarships for deserving high school graduates who wish to prepare for careers in teaching.

II. RECOMMENDATIONS TO IMPROVE THE PREPARATION AND PERFORMANCE OF TEACHERS

A. That teacher preparation institutions establish better communication and closer cooperation with the public schools.

Rationale:

The linkages between the public schools and the institutions which prepare teachers in Wisconsin are not strong. Although we found examples of strong working relationships, they were the exception rather than the norm and where strong linkages were found, they tended to be with individual faculty members rather than with a teacher education institution per se. Although higher education institutions invariably state that public service is expected of faculty members, it does not appear to be highly valued. At least the opinion was expressed to us frequently that the faculty members who are most active in working with elementary and secondary schools generally do not fare as well in salary increases and promotions as those who devote their efforts to research and writing. More attention must be devoted to the task of building constructive partnerships between the public schools and higher education institutions. Strong linkages are essential if we are to be successful in the task of preparing and maintaining a strong cadre of competent teachers in Wisconsin.

Guidelines:

1. Each school, college or department of education in public institutions should maintain an office staffed adequately to coordinate university/college participation in elementary/secondary school programs of staff development and school improvement. The state should fund such offices on a program basis with the level of funding determined annually by the amount of service to and involvement with elementary and secondary schools, and their effectiveness in meeting the needs of elementary and secondary school personnel. Private institutions may wish to join in consortium arrangements to provide outreach services.

2. Each school district should be required to show university/college involvement in its continuing professional development plan for each school and for the school district. Cooperative Educational

Service Agencies should work with the school districts they serve to coordinate professional development activities and to facilitate cooperative arrangements involving several school districts in joint efforts.

3. It is important that those who prepare teachers and administrators be involved actively with students, teachers, and administrators in the elementary and secondary schools if they are to remain abreast of current problems and issues. They should regularly teach elementary or secondary school students in their area of specialization or work regularly with teachers and administrators to improve teaching and learning. Evaluations of teacher educators should place as much weight on their performance in outreach and service activities as is placed on their performance in research and teaching in determining their eligibility for promotion and for salary increases.

4. Greater emphasis should be placed upon application of knowledge gained from research conducted at teacher preparation institutions to improve teaching and learning. Building more effective linkages between teacher preparation institutions and elementary/secondary schools will provide more opportunities for teachers and administrators to learn of promising new methods and materials and for researchers to learn of problems and issues which merit their attention.

5. School districts and the institutions which prepare teachers and/or administrators should establish faculty exchange programs, clinical or adjunct professorships, or other opportunities to actively involve teacher specialists and career teachers in preservice preparation programs and teacher or administrator educators in elementary/secondary school programs.

6. Each institution which prepares teachers should have an active advisory council comprised of teachers, administrators, school board members, and parents of students attending elementary and secondary schools.

B. That colleges and universities in Wisconsin establish undergraduate grade point averages for admission to and retention in teacher preparation programs at levels that will ensure that only students with high academic promise and achievement enter and complete these programs.

Rationale:

Most students are not admitted to a teacher preparation program until they have completed at least one year of college work. Their academic record in college, as reflected in the grades they have received, is at present the primary criterion used to determine whether they are admissible to a program leading to teacher certification. We are not recommending a specific grade point average that should be required for admission to a teacher preparation program because we believe this standard is best determined by each institution. We urge, however, that each institution require a grade point average sufficient to ensure that students entering its teacher preparation program(s) meet high academic standards, and that they continue to meet high academic standards throughout the program.

C. **That each teacher education institution require that applicants for admission to its preparation program(s) demonstrate mastery of basic skills by passing a standardized examination approved by the state superintendent.**

Rationale:

It is self-evident that those who aspire to teach should possess basic communication skills in reading, writing, mathematics, listening, and speaking. It is unlikely that elementary and secondary school students will acquire competence in these basic skills if their teachers are deficient in them.

There is at present no standard measure used to assess the competence of the students who seek admission to teacher preparation programs in Wisconsin. Thus, there is no way to determine accurately whether the quality of the students who are preparing for careers in teaching is increasing or decreasing, or of comparing the standards for admission to teacher preparation programs at the various institutions. The very limited evidence we were able to obtain indicates that students entering teacher preparation programs in Wisconsin probably are representative of the average college student. However, research in other states indicates that students entering teacher preparation programs increasingly are being drawn from the least academically qualified portion of the college student body.

The test we are recommending is intended to accomplish two important purposes: (1) to ensure that students who are admitted to teacher preparation programs have satisfactorily mastered the basic communication skills and (2) to provide assurance to citizens of the state that students who enter teacher preparation programs meet reasonable quality standards.

Guidelines:

1. The objective of providing a uniform quality standard will not be accomplished unless a valid comparison can be made of scores on the examinations used for this purpose. Consequently, the State Superintendent should approve only examinations which permit a valid comparison of scores.

2. Each institution should establish the minimum score it will require on the examination for admission to its teacher preparation program(s) and should report annually to the State Superintendent the scores achieved by all students who have taken the examination.

3. The examination should cover such requisite basic skills as reading, writing, mathematics, listening, and speaking.

4. Students who fail to attain the minimum scores required for admission to a teacher preparation program should be permitted to retake the examination and should receive counseling and assistance to help them remedy their deficiencies.

5. The cost of taking the examination should be borne by the student.

D. **That the liberal education (arts, humanities and sciences) component of teacher preparation programs be strengthened and that the responsibility of the entire college or university for the preparation of teachers be reaffirmed.**

Rationale:

One of the basic requisites of a strong teacher preparation program is a commitment to the preparation of teachers by the entire college or university and a close working relationship between the school or college of education and other departments of the institution. Prospective teachers acquire their knowledge of the subjects they are preparing to teach in the academic departments of the college or university — English, History, Mathematics, Biology, Chemistry, etc. If teachers are not knowledgeable in these disciplines, much of the fault lies with these departments. Prospective teachers should be expected to meet rigorous standards of performance in the academic disciplines and in their courses in pedagogy. Simply mastering a discipline does not guarantee that one can teach it successfully. Knowledge of human learning and of how to apply that knowledge in specific classroom situations also is required.

Guidelines:

1. The academic preparation of teachers should include both breadth and depth. Programs should be broad enough to ensure that all prospective teachers are literate in the arts, humanities, and sciences. They also should require study in depth in one or more disciplines as well as professional preparation in pedagogy.

2. In programs leading to teacher certification at least one-third of the program should consist of a general education component comprised of courses in the arts, sciences, and humanities. These courses should be exclusive of those required for the teaching major or minor.

3. All students preparing to teach at the secondary school level should have at least one major in an academic discipline. All students preparing to teach at the elementary school level should have at least a minor in an academic discipline.

4. The specific courses and other requirements in teacher preparation programs should be determined jointly by faculty members in the academic disciplines and by faculty members in the school, college, or department of education. For example, professors in the sciences should be involved in specifying the requirements for prospective teachers of science; professors of mathematics should be involved in specifying the requirements for those who would teach mathematics, and professors in the social sciences should be involved in specifying the curriculum for those who aspire to teach social studies.

E. **That early and continuing field experience designed to acquaint potential teachers with the role of the teacher and the nature of teaching be required of all students enrolled in teacher preparation programs.**

Rationale:

Many students who express interest in teaching as a career have only a student's perspective of the teacher's role. Early exposure to the realities of teaching is important. Such exposure will help students make better-informed career choices and, for those who decide to pursue teaching careers, will provide a meaningful base of experience for their academic programs. These early field experiences should, to the greatest extent feasible, provide prospective teachers with exposure to a variety of teaching situations. For example, students with rural or small town backgrounds should have some of their field experience in a large city school. Those with inner city backgrounds should have some of their field experience in a rural or small town school.

Guidelines:

1. The field experiences should be designed to acquaint students with the nature of teaching and the teacher's job. Students would be expected to observe classes and other school activities and could assist classroom teachers by tutoring individual students, working with small groups of students, preparing instructional materials, or engaging in other activities related to a teacher's job. They would not be responsible for teaching a class.

2. While at least one-half of the field experience should be at the level at which the student is preparing to teach, the field experiences also should include more than one level of education and take place in more than one type of school. For example, students preparing to teach at the secondary level should have some of their field experience in an elementary school or in a middle school; students whose primary experience with schools has been in an inner city should have some of their field experience in a rural or a suburban school.

3. Each teacher preparation institution should prepare a written statement delineating what it expects students to derive from their field experiences. This information should be shared with

the administration and faculty of a school before students are placed in that school.

4. At least 50 hours of such experience is recommended during either the freshman or sophomore year and during the junior year. This requirement may be satisfied by (a) classroom observation and assisting classroom teachers during the school year, (b) classroom observation and assisting classroom teachers in a summer school or nursery school, or (c) other approved activities which provide comparable experiences working with children in an educational setting.

5. Most students should satisfy this requirement using option (a). Students entering teacher preparation programs late in their college career, or who already hold a bachelors degree, could satisfy this requirement using options (b) or (c).

6. Academic credit should be awarded for field experience. The purpose of awarding academic credit is to give the school, college, or department of education control over the field experience to ensure that it has focus and structure.

F. That all teacher preparation programs include at least one semester of full-time student teaching.

Rationale:

Carefully supervised experience in the practice of teaching is just as important in the preparation of teachers as it is in the preparation of practitioners in other professions. Although knowledge of the subject to be taught is necessary, it is not sufficient to ensure effective teaching. Equally important is knowledge of how people learn and skill in applying that knowledge in classroom situations. Skill in teaching can best be developed by working under the tutelage of highly competent teachers and teacher educators trained in the assessment and evaluation of teaching performance.

Guidelines:

1. All candidates for certification should complete at least one full semester in the school in which they do their student teaching, including participation in preopening activities during the fall semester or postclosing activities during the spring semester. It is recognized that these requirements may entail additional costs to student teachers and to teacher preparation institutions but we believe the additional student teaching experience warrants the additional cost.

2. The semester of student teaching should be performed during the last year of the student's pre-service preparation program.

3. Cooperating teachers should hold the rank of teacher specialist (Recommendation III-C) and should have specific training which

qualifies them to assess the performance of student teachers and help them develop and hone their teaching skills.

4. The student teacher's performance should be monitored closely and assessed regularly by the cooperating teacher, the teacher educator responsible for supervising the student teacher, and the administrator of the school in which the student teaching is performed. They should use the criteria for performance assessment established by the State Superintendent (Recommendation II-K). A conference involving the student teacher and these three individuals at which the student teacher's performance is critiqued and specific suggestions and directions for improvement are given should be held at least once per month. A written report prepared jointly by the three individuals responsible for assessment of the student teacher's performance should be completed at the close of the semester. The report should contain a comprehensive assessment of the student teacher's performance, including specific strengths and weaknesses and suggestions for the student's continuing professional development. It also should serve as a basis for assigning the student a grade in student teaching. The report should become part of the student's permanent professional development file. A copy of the report should be required for issuance of an initial one-year license (Recommendation II-H).

G. **That the state superintendent initiate a standardized test of knowledge of subject matter and knowledge of pedagogy as a condition for probationary licensure as a teacher in Wisconsin; that initially the data obtained be used to explore the relationship between performance on the test and the candidate's subsequent teaching performance; and that a candidate's performance on the test not be used as a basis for denying licensure until the validity of the test has been established.**

Rationale:

The Task Force believes that one requisite for success in teaching is an adequate fund of knowledge of the subject to be taught and of the science and art of teaching. We do not believe that merely passing a standardized test of knowledge will guarantee success in teaching; hence our recommendation of an induction program (Recommendation II-I) and thorough performance assessment (Recommendation II-K) for first year teachers. Nevertheless, we believe that one who lacks adequate knowledge of either the subject to be taught or of how to teach that subject will be unable to teach it successfully, and that knowledge can be assessed satisfactorily by a standardized examination. We believe such an examination is warranted both to protect students in our schools from teachers who have failed to acquire an adequate base of knowledge and to provide assurance to citizens that those who are licensed to teach satisfy reasonable quality standards.

Guidelines:

1. The State Superintendent should request experts in the field to examine the standardized examinations currently available and recommend either adoption of an existing examination, modification of an existing examination to fit Wisconsin's needs, or development of a new examination.

2. Implementation of the performance assessment procedures we are recommending (Recommendation II-K) will provide a good basis for determining the validity of the examination because it will enable trained persons to assess the individual's teaching performance using standard criteria and procedures.

3. When the validity of the examination has been established, we recommend that satisfactory performance on the test be required as a prerequisite for initial licensure as a teacher in Wisconsin.

4. All beginning teachers seeking their initial licensure in Wisconsin, including those who completed their preparation for teaching at out-of-state institutions, should be required to take the examination.

5. The cost of taking the examination should be borne by the applicant.

H. **That the state superintendent issue a one-year license to all beginning teachers, persons beginning their first year of teaching in Wisconsin, and teachers formerly licensed in Wisconsin who do not hold a life license and who either have not taught or who have not had a performance assessment for five years or more.**

Rationale:

Induction to professional practice is recognized as a crucial step in the career ladder for all professions. A four-year program of college preparation, including one semester of student teaching, is neither sufficient to prepare a beginning teacher for all the problems one confronts in a classroom nor is it long enough to determine with certainty whether or not a candidate is qualified for full licensure. A period of probationary service provides additional time for beginning teachers to develop their skills in teaching under the guidance of teacher specialists and teacher educators.

Guidelines:

1. Teachers who have taught previously in other states should receive a one-year license and should undergo a performance assessment during their first year of teaching in Wisconsin (Recommendation II-K). A satisfactory performance assessment should be a prerequisite to full licensure. First-year teachers who completed a preparation program in an out-of-state institution should receive a one-year license and participate in the same

program of induction as those who completed their preparation at Wisconsin institutions.

2. Previously licensed teachers who do not hold a life license and who have not taught for more than five years should receive a one-year license. They should undergo a performance assessment during that year (Recommendation II-K). A satisfactory performance assessment should be a prerequisite to full licensure.

3. A one-year license should be renewable for not more than two additional years.

4. The fee for a one-year license should not be more than 25 percent of the fee for a five year license.

I. That all first-year teachers participate in a one-year induction program under the auspices of the Department of Public Instruction and involving personnel from the local school district and an institution of higher education.

Rationale:

The first year of teaching is a difficult and demanding one no matter how sound a program of preparation the beginning teacher has completed. Lesson plans must be prepared for each class, instructional materials must be located or prepared, and the endless challenges of student discipline and classroom management must be dealt with. Yet too frequently, beginning teachers are assigned a full teaching load (often including some of the least desirable teaching assignments). They often have no one to turn to for advice and counsel. Veteran teachers usually are too busy and beginning teachers hesitate to ask administrators for help because they fear they will be viewed as weak teachers.

The teacher preparation institutions also are of little help to their graduates, primarily because their funding is based on the number of students they teach. If faculty members are assigned to work with graduates in their first year of teaching who are not enrolled as students, the number of students taught will decrease and the budget will be reduced accordingly. This "Catch 22" situation will further reduce the institution's ability to help its graduates in their first year of teaching. There is great need for a program to support first-year teachers, building on their preservice preparation and laying the foundation for their continuing professional growth and development.

Guidelines:

1. The State Superintendent should establish standards for the induction program for first-year teachers, including, at a minimum:

    a. Released-time or a reduced teaching load for first-year teachers to provide opportunities for them to observe career teachers and work with teacher specialists.

   b. Provision for their participation in workshops, seminars, or other formal and informal training arrangements.

   c. Observation of their teaching performance by members of the assessment team at least once each month.

   d. Development of a detailed plan for continuing professional development by each first-year teacher.

2. A performance assessment should be conducted for every first-year teacher. The performance assessment team should be comprised of a teacher specialist, a school administrator and a teacher educator trained in performance assessment. They should use the criteria for performance assessment established by the State Superintendent (Recommendation II-K). A satisfactory assessment of performance should be a prerequisite for advancement to the rank of professional teacher.

3. Funding should be provided to pay faculty members who are assigned to work with first-year teachers. Such funding could be provided to local school districts, Cooperative Educational Service Agencies, or teacher preparation institutions.

4. Cooperative Educational Service Agencies should play an important part in coordinating induction programs for first-year teachers. They will be especially important in providing such programs in areas where individual school districts have too few first-year teachers to provide comprehensive, well-balanced induction programs.

J. **That programs for the preparation of school administrators be strengthened and that the skills of practicing school administrators be improved.**

Rationale:

Researchers who have examined effective schools have concluded that one characteristic of such schools is an effective principal. No special preparation (or license) was required for school administrators in Wisconsin until the early 1960's and not until 1980 did the Department of Public Instruction adopt performance-based criteria for administrator preparation programs. Many veteran teachers can testify from personal experience that good teachers do not always make effective school administrators, yet the particular attributes and characteristics that, when combined with a well-designed program of professional preparation, produce an effective administrator remain somewhat elusive. Many of the recommendations we have made concerning teacher preparation programs — careful screening for admission to ensure academic competence and personal commitment, a program of study designed to ensure the acquisition of requisite knowledge and skills, and induction to professional practice under the guidance of skilled practitioners --are equally important for prospective administrators. And practicing administrators should participate in continuing professional development activities designed to refresh their knowledge, familiarize them with new educational methods and procedures, and develop their leadership skills.

Guidelines:

1. Applicants for admission to administrator preparation programs should provide evidence of high academic achievement or potential, for example, an undergraduate grade point average of at least B or a score of at least 500 on both the verbal and quantitative portions of the Graduate Record Examination.

2. Applicants for admission to administrator preparation programs should be recommended by at least three persons familiar with their intellectual ability and leadership potential, at least one of whom should be an active classroom teacher.

3. Students in administrator preparation programs who have not previously held administrative positions should have field experiences designed to acquaint them with the nature of administration and the administrator's job. These field experiences should occur early in the administrative preparation program.

4. The program of preparation for school administrators should include a strong emphasis on the legal, philosophic, historic, economic, social, psychological and political aspects of education and educational administration. It should also equip the prospective administrator with knowledge of and skill in the tasks and functions administrators perform with special emphasis on the supervision and evaluation of instruction.

5. A full-time internship of at least one semester should be required of all candidates for administrative licensure. The internship should be served under the tutelage of a skilled administrator and should be supervised by an administrator educator who meets regularly with the cooperating administrator and the candidate to review progress, assess the candidate's strengths and weaknesses, and plan future activities and experiences. The evaluation of administrator interns should employ the criteria and procedures established by the State Superintendent for performance assessment of first-year and continuing administrators.

6. Candidates for administrative licensure should be required to present evidence of at least three years of successful teaching experience as a prerequisite for initial licensure.

7. Beginning administrators should receive a one-year license renewable for not more than two additional years. They should undergo a performance assessment during their first year of administrative experience. The assessment should be conducted by a trained team comprised of a teacher specialist, a school administrator, and an administrator educator. The criteria and procedures for performance assessment adopted by the State Superintendent

should be employed and a satisfactory assessment of professional performance should be required for full administrative licensure.

8. Administrators should engage in a planned program of continuing professional development. Satisfactory progress in such a program and a satisfactory assessment of professional performance should be required for renewal of administrative licenses.

9. The Department of Public Instruction should exercise leadership in the development and coordination of a planned program of professional development designed to improve the leadership and managerial skills of Wisconsin school administrators.

K. That the state superintendent establish criteria and procedures for the regular supervision and assessment of performance of all licensed professional personnel.

Rationale:

We have recommended the use of a standardized test to screen applicants for admission to teacher preparation programs and for initial licensure as a teacher (Recommendations II-C and II-G). We are fully aware, however, that all of the factors which produce excellence in teaching are not captured by a paper-and-pencil test. If the career ladder recommended by the Task Force (Recommendation III-C) is to function as intended, a uniform, objective system of performance assessment must be established. Teachers should participate with administrators and other professional personnel in the development and use of a sound program of performance assessment which will improve the professional performance and enhance the status of educators.

The performance of all professional personnel in a school district — teachers, administrators, counselors, etc. -- should be assessed regularly. The criteria and procedures established by the State Superintendent should provide a framework for the regular, on-going supervision and assessment of professional personnel by all local school districts. This will ensure the use of common standards and consistency in the evaluation and assessment of professional personnel in school districts throughout the state.

Guidelines:

1. The State Superintendent should convene a panel of experts in performance assessment drawn from the public and private sectors. The panel also should include representative teachers, administrators, and interested citizens. The panel should develop and recommend sound criteria and objective procedures for assessing the performance of all professional personnel.

2. The State Superintendent should establish a program for training individuals to conduct performance assessments consistent with the standards, criteria, and procedures that are adopted. Performance assessments should be conducted only by individuals who

have completed satisfactorily a program of training designed to assure that the criteria and procedures established by the State Superintendent are applied consistently and objectively.

3. Each school district should develop a plan for the on-going supervision and assessment of the performance of its professional personnel and submit the plan to the State Superintendent for review and approval. The district plan should be consistent with the criteria and procedures established by the State Superintendent.

4. Upon approval of the district's plan, the results of the evaluation of performance by the local district should be submitted as evidence of satisfactory performance when an individual applies for initial licensure or renewal of licensure.

5. An individual who receives an unsatisfactory assessment of performance shall have the right to request that an assessment of his or her performance be conducted by an impartial team consisting of at least three qualified persons appointed by the State Superintendent. The team should include a teacher specialist and a school administrator.

6. A major focus of the assessment should be on improvement of the individual's professional performance and the results of the assessment should be used in planning the individual's program of professional development (Recommendation III-A).

7. The results of performance assessments should be an important factor in determining eligibility for initial licensure and for advancement on the career ladder.

8. Evidence of satisfactory performance should be required for initial licensure and renewal of licensure for professional teachers, teacher specialists, career teachers, and all other licensed personnel.

III. RECOMMENDATIONS TO RETAIN COMPETENT TEACHERS

A. That the Department of Public Instruction exercise leadership in strengthening requirements for the continuing professional development of teachers.

Rationale:

Many of the teachers who are teaching today in Wisconsin's elementary and secondary schools are in the early or middle stages of their careers. They will still be teaching in the year 2000. Improving the preparation of beginning teachers is important; enhancing the knowledge and skills of those already engaged in teaching is equally important. Knowledge in the various disciplines is expanding. Knowledge of human learning is growing. Existing technologies are being adapted for use in schools and new technologies constantly are emerging. A planned program of continuing professional development is essential if teachers are to keep abreast of new developments in their field. Among the elements that should be considered for inclusion in the teacher's professional development plan are sabbatical leaves, attendance at professional workshops and conferences, mini grants for classroom experimentation, and retraining grants.

Guidelines:

1. A five-year continuing professional development plan should be required of each individual teacher and each school district. The teacher's plan should identify specific objectives for personal development; the district's plan should identify specific objectives for each school and the entire district.

2. Continuing professional development plans should delineate linkages with professional organizations, teacher preparation institutions, the Department of Public Instruction, Cooperative Educational Service Agencies, and other institutions that can help achieve the plan's objectives (Recommendation II-A).

3. A portion of the general state aid provided to each school district should be earmarked for support of inservice and continuing professional development activities.

4. The Department of Public Instruction should establish standards regarding district inservice and professional development activities. District programs should be reviewed regularly to ensure compliance with the standards, and to suggest alternatives and available resources.

B. **That greater opportunities for an extended term of employment be made available to teachers.**

Rationale:

Teaching is sometimes characterized as a "part-time" profession because of the long period during the summer when schools are not in regular session. This period of time, however, affords a unique opportunity to provide additional opportunities for students, to provide for the continuing professional development of teachers, and to develop curriculum plans and instructional materials to meet specific needs of a school or school district. Many teachers would prefer to spend a portion of the summer either teaching, or working on curriculum projects, or participating in other activities designed to further their continued professional development. Such opportunities should be available to all students and teachers in the state and should be financed, in large part, by the state.

Guidelines:

1. Summer school programs should be expanded substantially to provide unique and challenging opportunities for children with exceptional potential, to provide additional instructional time for children with special needs or problems, and to provide additional opportunities for students to explore areas in which they are interested.

2. Additional time beyond the regular school year should be provided to teachers to work on programs of professional and staff development, curriculum development, parent and community education, specialized courses or workshops, etc.

3. The state should fund innovative or experimental summer programs upon approval by the Department of Public Instruction of proposals submitted by school districts for the support of instructional and developmental activities conducted during the summer. (Regular summer school programs currently receive state aid.)

4. School districts should be encouraged to join together in consortium arrangements and to work with their Cooperative Educational Service Agency and with teacher preparation institutions to provide an array of challenging opportunities for students and teachers during the summer months (Recommendation II-A).

C. **That a career ladder be established for Wisconsin teachers consisting of four stages — associate teacher, professional teacher, teacher specialist and career teacher — and that appropriate standards be established for entry to each level. (See Figure 1.)**

Rationale:

Teaching is viewed by many as a career in which the opportunities for advancement are very limited. Too many teachers feel that advancement (in terms of either salary or status) can be achieved only by leaving the classroom — either to become an administrator or to accept employment in some other line of work. Attracting competent students and preparing them well will avail us little if we are unable to keep our most competent experienced teachers. The career ladder we are recommending opens up a much wider range of opportunities for outstanding teachers who prefer to remain in the classroom. It permits specialization, rewards competence, confers status and most importantly, enhances the quality of the education provided in our elementary and secondary schools by keeping a larger share of our most dedicated and competent teachers in the classroom.

Guidelines:

1. An Associate Teacher is an individual in his/her first, second, or third year of teaching following completion of an approved program of preparation. Associate Teachers will receive a one-year license. Advancement to Professional Teacher may occur only upon certification of satisfactory performance by an assessment team approved by the Department of Public Instruction and satisfactory progress in a planned program of professional development.

   A Professional Teacher will have completed at least one year of successful teaching experience. Professional teachers will receive a five-year license renewable upon presentation of evidence of satisfactory performance and continuing professional development. Individuals may continue in the category of professional teacher throughout their career, or may seek to become either a teacher specialist or a career teacher.

   A Teacher Specialist will have a high level of knowledge and skill in an area of specialization--for example, the development of curriculum and instructional materials, working with student teachers or beginning teachers in their induction to professional practice, or organizing and conducting staff development programs. A teacher specialist might be a cooperating teacher working with a teacher training institution; the leader of a team of teachers working to develop or improve teaching methods or instructional materials in mathematics, or English, or vocational agriculture; a member of a performance assessment team; the coordinator of inservice workshops designed to improve the professional performance of teachers; or assume other responsibilities requiring special knowledge and skills. A teacher specialist will have an extended term of employment. A teacher specialist will be required to meet high standards including a satisfactory assessment of teaching performance and completion of all qualifications established for the selected area of specialization. A teacher specialist will continue to spend at least one-half time in classroom teaching in order to maintain regular contact with students in classroom situations. Teacher specialists will receive a five-year license renewable upon evidence of satisfactory performance in both their classroom teaching and specialist responsibilities and their continuing professional development.

The Career Teacher designation will be reserved for superlative teachers who wish to retain full-time classroom teaching assignments. A career teacher will have an extended term of employment. A career teacher will be required to meet rigorous criteria including a thorough assessment of teaching performance and completion of an appropriate program of professional development. Career teachers will receive a five-year license renewable upon submission of evidence of continuing excellent performance and continuing professional development.

2. Teachers currently active in Wisconsin should be phased into the career ladder as professional teachers. Those who elect to seek to become a teacher specialist or a career teacher will be required to meet criteria established for these categories including a satisfactory assessment of their teaching performance (Recommendation II-K).

3. The State Superintendent should create licensure for the teacher specialist and career teacher categories and should establish by rule appropriate standards and criteria for such licenses.

4. A person who wishes to be considered for licensure as a teacher specialist or career teacher should make application to the Department of Public Instruction at least one year prior to the year in which the performance assessment will be conducted. The local teacher organization and the employing school board should be informed of the individual's application and should have the opportunity to file an objection specifying the reasons why the individual should not be considered. If an objection is filed, the State Superintendent should investigate and determine whether or not the individual's application will be accepted.

5. It will be necessary that a position in an area of specialty be available before a person holding a license as a teacher specialist or a career teacher can be employed. That is, a teacher may hold a teacher specialist or a career teacher license without being employed in this capacity.

6. Additional salary increments associated with the career teacher and teacher specialist categories should be paid entirely by the state.

WISCONSIN TEACHER CAREER LADDER
(Recommendation III-C)

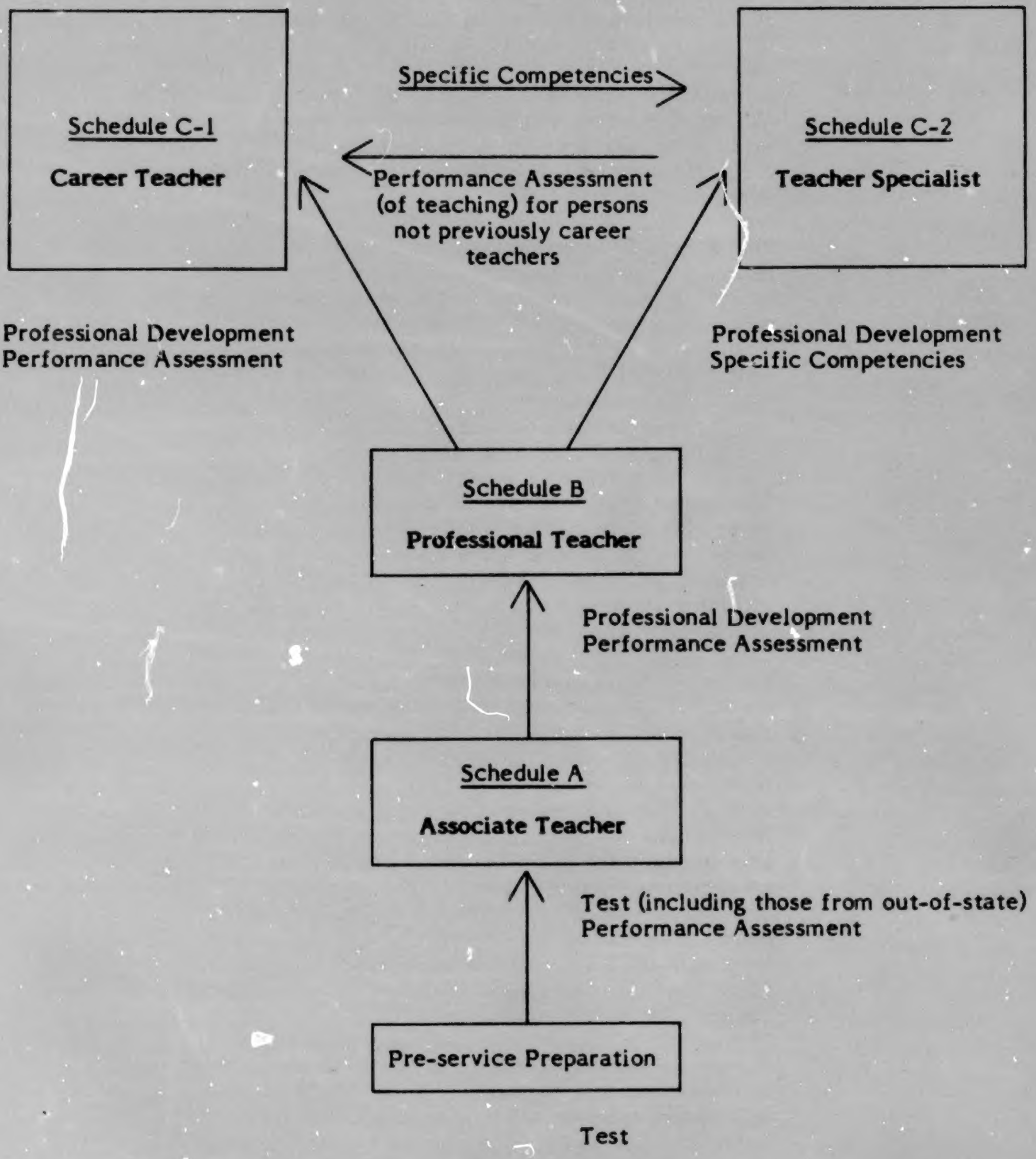

Schedule C-1
Career Teacher
Specific Competencies
Performance Assessment (of teaching) for persons not previously career teachers
Schedule C-2
Teacher Specialist
Professional Development
Performance Assessment
Professional Development
Specific Competencies
Schedule B
Professional Teacher
Professional Development
Performance Assessment
Schedule A
Associate Teacher
Test (including those from out-of-state)
Performance Assessment
Pre-service Preparation
Test

Figure 1. Teacher Career Ladder

D. That the State of Wisconsin adopt a minimum salary of $20,000 for professional teachers, to be reviewed at two-year intervals and adjusted as necessary to reflect economic trends and conditions.

Rationale:

Teaching has never been regarded as a high-salaried profession, but in recent years the salaries paid teachers, particularly teachers in the early years of their career, have failed to keep pace with inflation or with salaries paid to other college graduates with a bachelor's degree. From 1973-74 to 1981-82, the average salary paid a beginning teacher with a bachelor's degree in the United States increased from $7,720 to $12,769 (65.4 percent). During the same period the average salary paid college graduates in engineering increased from $11,220 to $22,368 (99 percent); in sales and marketing the increase was from $9,660 to $17,200 (78 percent); in liberal arts the increase was from $8,808 to $15,444 (75 percent); and in business administration the increase was from $8,796 to $16,200 (84 percent) (The Condition of Teaching, Table 41). The trend has continued. Average salaries offered to 1983 college graduates with a bachelor's degree were $25,800 for engineers, $18,648 in sales and marketing, $18,264 for liberal arts, and $18,564 for business administration (Endicott Report). It will be difficult to persuade able young men and women to consider careers in teaching, much less persuade them to remain in teaching, unless more competitive salary levels are established for teachers in the early years of their career who have demonstrated their competence.

Levels of compensation in any profession are difficult to quantify. In the marketplace, compensation levels reflect economic conditions, supply and demand, productivity, and a host of other factors. In public education in Wisconsin, levels of compensation are the result of collective bargaining tempered in recent years by the Mediation-Arbitration law. One result has been an extremely low entry level salary for beginning teachers. Most local school districts currently have salary schedules which provide increments above the base salary for each year of service and for additional academic preparation.

This recommendation clearly contemplates a major change in the way teacher salaries are determined. Salary schedules above the minimum salary which are consistent with the career ladder categories we have recommended must be developed. One alternative would be for the state to adopt a salary schedule for each career ladder category. A second alternative is for local school districts and teacher organizations to negotiate appropriate new salary schedules for each category. In any event, it is not the intent of the task force that existing salary schedules be maintained.

Guidelines:

1. As outlined in Recommendation III-C, a professional teacher will have at least one year of teaching experience and his/her performance will have been judged satisfactory by an assessment team.

2. The period of employment should include at least 190 days with at least 180 days devoted to the instruction of students.

3. Local school districts should be allowed to negotiate a salary schedule beyond the minimum amounts specified by the state.

4. The state should adopt a minimum salary for Associate Teachers, Career Teachers, and Teacher Specialists when these career positions are defined.

5. Compensation above the basic amount contained in this recommendation should be based on the career ladder (Recommendation III-C) and merit pay concept (Recommendation III-E), as well as changes in the delivery system and the adoption of innovative methods which we are encouraging (Recommendations III-I and IV-A). Teachers should only be assigned to teaching and to activities directly related to teaching. They should not be assigned duties which can be better and more economically served by others. Adoption of these recommendations should result in increased productivity by teachers and improved performance by students.

E. That a statewide system of merit pay be established.

Rationale:

We view a statewide merit pay system for teachers as a useful element of an overall plan, but certainly not as the most important element, as will be made clear by the guidelines which follow.

Guidelines:

1. Objective evaluation of performance is essential (Recommendation II-K) and the merit pay standards, instruments, and procedures must be established before implementation of a merit pay plan is attempted.

2. An adequate minimum statewide salary must be established before a merit pay plan is considered.

3. All teachers shall be eligible to be considered for merit pay and entrance into consideration for merit pay shall be voluntary.

4. The amount of money provided for merit pay shall be significant and shall be in addition to base pay.

5. Granting of merit pay shall be based solely on teaching performance but not solely on student achievement scores.

6. Denial of merit pay shall be appealable.

7. Failure to receive merit pay shall not be interpreted as evidence of unsatisfactory performance.

8. All school districts shall participate in the merit pay plan substantially funded by the state.

F. That school boards and administrators construct the school day so that other activities do not infringe upon classroom time or scheduled instruction and maintain conditions in the schools which facilitate effective teaching and learning.

Rationale:

Achieving excellence in our schools requires that teaching and learning be accorded the highest priority. Too frequently, our actions speak louder than our words -- we give lip-service to the primacy of instruction but permit other activities to disrupt or curtail classroom activities. We should not be surprised when our students fail to achieve academic excellence if the message conveyed by our actions is that other things are more important. Even the best teacher cannot be effective if we repeatedly allow other school activities to infringe on classroom time or tolerate behavior which disrupts teaching and learning. School boards and administrators must bear primary responsibility for ensuring, through their policies and actions, that classroom time is protected and that excellence in teaching and in learning is recognized and rewarded.

Guidelines:

1. Co-curricular activities are important and serve a useful purpose, but they should be scheduled so they do not interfere with classroom instruction. Students should rarely, if ever, be excused from a scheduled class to participate in a co-curricular activity. Music lessons, drama practice, pep rallies, athletic events, etc. should be scheduled at times when the students involved are not engaged in regularly scheduled classes.

2. If the school day is too short to accommodate both curricular and co-curricular activities, the curricular activities should receive highest priority and, if necessary, the school day should be lengthened to provide the time needed for co-curricular activities.

3. Only in emergencies should classroom activities be interrupted by announcements over the public address system or other activities which disrupt instruction.

4. Greater effort should be made to identify potentially disruptive students during their early years in school and effective early intervention programs should be developed which draw upon the resources and services of various community agencies to prevent later, more serious, behavioral problems.

5. Students who persistently engage in disruptive behavior should be removed from regular classrooms and dealt with in other ways such as in-school suspension, assignment to a "time-out" room, placement in an alternative program or school or, as a last resort, expulsion from school.

6. Clerical personnel or aides should be assigned to support the efforts of teachers by performing such routine non-teaching duties as collecting money, filling out forms, duplicating instructional material, monitoring lunchrooms, etc.

G. **That school boards, administrators, and teachers consider the specific demands and expectations associated with a subject or grade level when teacher workloads are established.**

Rationale:

Instructional methods and teaching strategies do not depend only on the subject matter to be taught; they also are influenced strongly by the conditions under which teaching occurs. Much has been made, for example, of the alleged failure of secondary school English teachers to require enough writing assignments of their students. However, it is unreasonable to expect teachers to read and critique thoroughly a theme per week from each student if their teaching load exceeds 100 students.

Our tendency to focus on the average class size obscures the fact that the optimum size for any class is dependent on many factors -- the age and ability of the students to be taught, the particular knowledge or skill to be mastered, the method of instruction to be employed, etc. In short, there is no single "best" class size for every subject and grade level. Failure to consider these factors when establishing teaching assignments and class sizes will inevitably result in frustration and disillusionment on the part of teachers. Conscientious teachers who are unable to meet the needs of their students as a result of unrealistic teaching assignments are not likely to remain in teaching.

Guidelines:

1. The Department of Public Instruction should annually gather information on class size in elementary, middle, and secondary schools, as well as in such discrete areas as special education and vocational education.

2. Data published by the Department of Public Instruction should be disaggregated. That is, in addition to an overall pupil/teacher ratio, separate pupil/classroom teacher ratios should be reported for such levels as K-6, 7-9, and 10-12 and for areas such as special education, vocational education, and the like.

3. Each teacher should be provided with sufficient time for preparation.

H. **That school boards, administrators, and teachers work together to establish and maintain conditions in each school which utilize to the fullest the knowledge, skills, and abilities of all personnel to create an effective school.**

Rationale:

The research on effective schools substantiates a belief that many have held intuitively. Namely, that in effective schools the teachers, administrators, and all other professional personnel work together as a team to create conditions which maximize the opportunity for learning to occur. There is widely shared agreement on objectives and a commitment to their accomplishment on the part of the entire staff.

The Task Force recognizes the very important role school board members play in determining the quality of education provided students in local school districts. Local board members will be instrumental in implementing many of our recommendations. It is important that opportunities be provided for both new and experienced board members to become better informed about the issues which confront them.

If we are successful in attracting competent individuals to prepare for careers in teaching, and in preparing them well for such a career, it is imperative that we use to the fullest their knowledge, skill, and energy. Each school should be organized in a manner that facilitates and encourages the participation of teachers in decisions concerning curricular or instructional questions and issues. Adoption of the teaching career ladder we have recommended (Recommendation III-C) implies that all school districts and many schools will have a cadre of excellent teachers who also have special skills in other areas that must be utilized effectively. Change and improvement in education must begin at the school and classroom level and it will occur there only if we are able to enlist the knowledge, skills, and dedication of the entire staff to achieve that objective.

Guidelines:

1. The Department of Public Instruction, the Wisconsin Association of School Boards, and other appropriate organizations should work together to strengthen the educational opportunities offered school board members so that they can more effectively fulfill the intent of this report.

I. That the Department of Public Instruction exercise leadership in investigating and adapting or developing existing and emerging technologies that hold promise of improving instructional programs, freeing teachers from non-instructional responsibilities, or enhancing the depth and breadth of educational opportunities available to students.

Rationale:

Many emerging technologies -- for example, computer-supported, interactive automated teaching systems, cable television, communication satellites--hold promise for drastically altering our ability to deliver appropriate instructional programs to students. Students in remote areas or in small schools may gain access to advanced courses not otherwise available to them. Teachers may be freed from routine recordkeeping functions to devote additional time to working with students. New techniques or instructional methods may be developed to teach existing subject matter in fields such as science, mathematics, or languages.

Although reseach concerning the effects and affects of emerging technologies is just beginning to emerge, it already is apparent that automated interactive teaching systems can take over some instructional functions, thus reducing the need for highly skilled and trained professional personnel with the consequence that education may become a less labor-intensive industry. This will have profound implications for the supply and demand for teachers, the nature of teacher preparation programs, and the organization of schools and classrooms.

New technological developments should be monitored closely to assess their potential to improve teaching and learning. There is need for experimentation to determine how these emerging technologies can best be applied in schools. This is a responsibility that can best be assumed at the state level since few local school districts have either the resources or the skilled personnel needed to carry out this task. We can and must be prepared to apply to instructional practices and procedures in our schools the same new technologies that are reshaping practices and procedures in other human service agencies as well as in business and manufacturing.

Guidelines:

1. The State Superintendent should:
    a. Investigate and adapt or develop technology systems aimed at freeing teachers from non-instructional classroom activities such as taking roll, filling out forms, collecting money, etc., and
    b. Investigate and adapt or develop new learning center concepts incorporating automated, interactive self-instructional systems to provide instruction in an open entry system supportive of classroom instruction.
2. Federal, state, local, and private funds should be solicited for these research and development efforts.

3. **That provisions of the Wisconsin retirement system for teachers be improved so that they compare more favorably with the benefits provided in other states.**

Rationale:

The opportunity to participate in an actuarially sound retirement system which provides adequate income after retirement is one factor that may encourage good teachers to pursue a life-time career in teaching. A retirement system should not penalize heavily those teachers whose zest for teaching wanes rapidly in the last few years before they reach age 65. The Wisconsin Retirement System is regarded as fiscally secure, but the multiplier of 1.3 percent for each year of service is among the lowest provided by any state retirement system. Most public employee retirement plans provide normal retirement at age 62 or earlier; Wisconsin's normal age for the computation of retirement benefits is 65 and the actuarial discount applied to the benefits of those who retire before reaching age 65 reduces their pension so severely that it constitutes a strong disincentive to earlier retirement.

Guidelines:

1. The benefit formula should be revised to provide a multiplier of at least 1.5 percent for each year of service.

2. The actuarial discount for early retirement should be reduced.

3. The normal age for the computation of retirement benefits should be reduced from 65 to 62 as soon as possible, and ultimately should be reduced to age 60.

IV. ADDITIONAL RECOMMENDATIONS TO IMPROVE TEACHING AND TEACHER EDUCATION

A. **That the Department of Public Instruction seek support for experimental and pilot programs to develop and test alternative ways of improving the quality of education.**

Rationale:

We have recommended various ways to improve the preparation of teachers as well as to provide incentives for teachers to improve their professional performance and to remain in teaching. We have not suggested that all of our recommendations can or should be implemented immediately. A prudent first step would be for the state to encourage and support experimental programs to try out on a voluntary basis some of the innovations we have recommended. Pilot tests should be conducted which experiment with various alternatives and provide models for the guidance of other school districts and the state. The subjects of experimentation might be induction programs for beginning teachers; cooperative arrangements among school districts, universities and colleges, and the Department of Public Instruction; career ladders for teachers; performance assessment of teachers; and merit pay and nonmonetary incentives for teachers. Such pilot programs could serve as "light house" demonstrations for other school districts, provide experimental models for future legislation, and serve as subjects for research.

Guidelines:

1. Pilot projects should be developed with the cooperation of school administrators, board members, teachers, the Department of Public Instruction, higher education institutions, and other interested citizens and community members.

2. Experimental programs and pilot tests should vary in design based on differences between school districts and the need to have a basis for comparison of possible alternatives. They should be comprehensive in scope and should model several alternative incentives for teachers.

3. Pilot projects should be funded jointly by the state and the school district involved. In addition, support should be sought from private sources and the federal government. An ideal arrangement might be 40 percent state, 40 percent private or federal, and 20 percent district funding for each pilot project.

B. That statutory requirements and administrative rules governing (1) the elementary and secondary school curriculum and (2) teacher certification and licensure be scrutinized regularly to ensure they are relevant, important, and clearly related to the knowledge and skills required of students and teachers.

Rationale:

The Task Force is concerned that the instructional time available to students not be squandered on unnecessary or trivial subjects mandated by the state. Most citizens regard the "Three R's"--reading, writing, and arithmetic -- as the heart of the school curriculum, at least in the elementary schools. The Wisconsin Statutes (118.01) mention these subjects as part of the "fundamental course," but they are much more explicit in other areas of the curriculum. Among the subjects in which instruction is required are physiology and hygiene, physical education, accident prevention, caring for animals and birds, fire prevention, morality, cooperatives and conservation, the food and health value of dairy products, citizenship, and family/consumer education. In addition, the Wisconsin Statutes (118.02) require that the following days shall be observed appropriately: September 28 (Frances Willard Day), October 9 (Leif Erickson Day), October 12, November 11, January 15 (Dr. Martin Luther King, Jr., Day), February 12, February 15 (Susan B. Anthony's birthday), February 22, April 13 (American Creed Day), last Friday in April (Arbor Day), and June 14 (Robert M. La Follette, Jr., Day). While these subjects and observances may be important, nevertheless, time spent on them is likely to be obtained at the expense of the basic subjects such as reading, science, or mathematics.

The rules of the Department of Public Instruction which set forth the requirements for teacher licensure (Wisconsin Administrative Code, Chapter PI 3) contain rather explicit requirements (in terms of college credits and courses) which must be met by applicants for a license to teach the various school subjects. These rules should be reviewed regularly to assure they remain germane to the knowledge and skills needed to teach successfully, and that they have not become outmoded as a result of technological change.

Guidelines:

1. The Wisconsin Legislature should define more explicitly the basic purpose and mission of the public schools of the state. The statutes at present convey the impression that special subjects and observances should take precedence over other activities -- including the basic academic subjects.

2. Attempts to institute additional laws or regulations governing the content of the curriculum should be scrutinized rigorously to ensure they are clearly relevant and complementary to instructional goals and that they do not infringe on the time allocated to the basic academic subjects.

3. The State Superintendent should examine existing rules and regulations and eliminate those that are found to be outmoded, irrelevant, or unnecessary.

4. The State Superintendent's Advisory Council for Teacher Education and Certification should play a vigorous role in reviewing existing certification requirements and identifying needed changes in the rules, requirements, or operating procedures of the Department of Public Instruction.

C. That the State Superintendent define and establish appropriate requirements for teacher licenses at the middle/junior high school level.

Rationale:

Students at the middle school/junior high school ages differ from elementary school and secondary school students in their needs and abilities. They are passing through a difficult period of physical and emotional adjustment as they make the transition from childhood to adolescence. Teachers who hold either an elementary or a secondary teaching license currently are eligible to teach in middle or junior high schools without additional preparation. We believe that teachers at this level should be thoroughly acquainted with the unique needs and attributes of middle/junior high school students. Their preparation should include course work and field experiences which prepare them to deal sensitively, yet firmly, with students in this age range.

Guidelines:

1. The State Superintendent should establish discrete licenses for elementary, middle/junior high school, and secondary school teachers and should establish by rule appropriate standards and criteria for such licenses.

D. That the Department of Public Instruction gather, maintain, and make available in timely fashion the data needed for sound policy decisions.

Rationale:

The Department of Public Instruction is the most logical agency to collect, categorize, maintain, and disseminate the information needed to inform citizens and policymakers. Unfortunately, reductions in the department's budget and staffing necessitated by the state's fiscal problems in recent years have impaired severely the ability of the department to provide timely data on various aspects of teaching and teacher education.

The Task Force often was unable to obtain up-to-date information on various aspects of its inquiry from sources within the Department of Public Instruction. This was the case, for example, with regard to information about programs of teacher education in the state, since thorough program reviews only are conducted at five-year intervals. Accurate, up-to-date information is needed for both oversight and policy formation purposes. Both the information to be gathered and the way that information is gathered and maintained should be considered carefully to avoid overburdening school districts and teacher preparation institutions.

Guidelines:

1. The State Superintendent should appoint a working committee comprised of information specialists, teacher educators, and local district personnel. The committee should make recommendations concerning the data which should regularly be collected, the methods to be employed in collecting the data, and the procedures to be employed in disseminating the data to citizens and policymakers.

2. Procedures which permit data collection procedures to be automated and which facilitate electronic transmission of data should be used to the greatest extent possible.

3. Definitions should be standarized for purposes of data collection, analysis, and reporting. In the teacher preparation area, for example, a common definition of "liberal arts courses" is needed.

4. Information on enrollments in teacher preparation programs by teaching field, and on anticipated vacancies by teaching field, should be gathered annually. It should be possible, for example, to determine the number of students preparing to teach Chemistry and the number of Chemistry teachers needed to fill vancancies from data collected by the Department of Public Instruction.

E. **That parents recognize the important role they play in shaping the attitudes of their children and assume greater responsibility for the performance of their children and for the excellence of our schools.**

Rationale:

We would be remiss if we failed to acknowledge the key role parents play in the educational process. The efforts of competent, dedicated teachers and skilled administrators will be of little avail without the full cooperation and support of parents. We believe the National Commission on Excellence in Education stated the case accurately when it addressed the following admonition to parents:

As surely as you are your child's first and most influential teacher, your child's ideas about education and its significance begin with you. You must be a living example of what you expect your children to honor and emulate. Moreover, you bear a responsibility to participate actively in your child's education. You should encourage more diligent study and discourage satisfaction with mediocrity and the attitude that says "let it slide"; monitor your child's study; encourage good study habits; encourage your child to take more demanding rather than less demanding courses; nurture your child's curiosity, creativity, and confidence; and be an active participant in the work of the schools. Above all, exhibit a commitment to continued learning in your own life. Finally, help your children understand that excellence in education cannot be achieved without intellectual and moral integrity coupled with hard work and commitment. Children will look to their parents and teachers as models of such virtues. (A Nation At Risk, p. 35).

V. SUPPLY AND DEMAND FOR TEACHERS IN WISCONSIN

The Task Force was asked to investigate the outlook for supply and demand for teachers in Wisconsin through the balance of the current century. A complete report of the results of the investigation is included with the appendices to this report. The gist of the report is summarized in this section.

- The number of people engaged in public school teaching in Wisconsin decreased by over 6 percent between the 1978-79 and 1982-83 school years. During the same period, there was a decline of 11.5 percent in public school enrollment in grades K-12.
- The average age of Wisconsin's teaching force has been increasing steadily during the past 10 years, reaching 40.3 years of age in 1982-83. The decrease in the number of teachers below the age of 25 is striking. In 1972, 10.1 percent of the members of the State Teachers Retirement System were under the age of 25; by 1982, only 1.8 percent were under 25 years of age. Falling enrollments have resulted in relatively few new teachers being hired.
- The year 1960 marked the peak of the "baby boom" in Wisconsin with a total of 99,493 live births recorded. By 1973, the number of live births had dropped to 62,796, the lowest number recorded since World War II. Births have trended upward since that time, with 74,327 live births recorded in 1982. Since children born in 1982 will be entering kindergarten in 1987, it is evident that the decline in elementary school enrollment will be reversed in the foreeseable future.
- Two factors will converge to produce a growing demand for teachers in the late 1980s and early 1990s. First, more children will be attending school and second, the number of teacher retirements will increase as a result of the aging of the teaching force.
- The rate of attrition in the teaching profession is in the range of 5-8 percent annually. In addition to those who retire each year, teachers leave to accept jobs outside education; leave for marriage, pregnancy or family reasons; accept non-teaching positions in education; and leave for a variety of other reasons.

- Assuming that current pupil-teacher ratios are maintained and that the annual attrition rate will be 6 percent, Wisconsin will need approximately 15,200 new teachers in the period 1985-90; approximately 17,600 new teachers in the period 1990-95; and approximately 16,000 new teachers in the period 1995-2000.

- During the 1974-75 school year, 3,450 beginning teachers with no previous teaching experience were hired in Wisconsin public schools. The number of beginning teachers has declined steadily since that time reaching a low of 790 for the 1982-83 school year.

- Complete data concerning the number of students enrolled in teacher preparation programs in Wisconsin and their areas of specialization are not available. The total number of graduates of teacher preparation programs in Wisconsin colleges and universities was 2,927 in 1980-81 and 2,791 in 1981-82. Whether or not all of these graduates were eligible for a Wisconsin teaching license or were seeking teacning positions in Wisconsin is not known, although in recent years a substantial percentage of the students who receive a degree in education have no intention of seeking a teaching position.

- The excess in the supply of beginning teachers compared to the number of positions available in some teaching fields has permitted employing officials to be quite selective in hiring new teachers, but in the teaching fields where demand exceeds supply (e.g., science, mathematics, special education, etc.) their ability to be selective has been quite limited. As the demand for new teachers increases, it will increasingly be necessary to employ marginally qualified condidates rather than seeking the most highly qualified beginning teachers. Thus, it becomes increasingly important to do what we can to ensure that only well-qualified students enter and complete teacher preparation programs.

- Based on our projections of student enrollment and teacher attrition, Wisconsin will need an average of at least 3,000 new teachers per year during the period 1985-2000. Even if all students who complete teacher education programs in Wisconsin's colleges and universities were to accept teaching positions, the supply of teachers might fall somewhat short of the total demand. We can expect, however, that not all of the graduates will accept teaching positions and that the shortage of teachers which exists today in some areas of specialization will be exacerbated. Thus, it becomes increasingly important not only to create conditions which will cause a fair share of the best and brightest students in our colleges and universities to consider careers in teaching, but also to create incentives and conditions which will attract non-active teachers back into the profession. Implementation of the task force's recommendations should help ensure that the supply of competent teachers will be adequate to meet the demand.

VI. CONCLUDING COMMENTS

We wish to emphasize strongly that the recommendations we have put forward in this report are not "quick fixes." Few, if any, of them can be implemented immediately and in any event, the results may not be evident for several years. For example, even if the changes we have recommended to strengthen requirements for admission to and completion of teacher preparation programs were put in place by the fall of 1984, it would be at least 1988 before any graduates who met the new requirements would be available for teaching positions. The problems we have identified did not arise overnight. The actions we are recommending to correct them will not be accomplished quickly or easily and we do not expect to see striking results in the immediate future. Nevertheless, we are confident that adoption and implementation of our recommendations will, in the long run, markedly improve the quality of teachers in Wisconsin and with it the performance of the students in our elementary and secondary schools.

A Word About Implementation

This Task Force was appointed by the State Superintendent of Public Instruction and its recommendations are addressed primarily to public educational institutions. Our recommendations are not intended to disrupt constructive relationships which now exist between public and private schools and institutions of higher education and which are beneficial to the overall quality of education in Wisconsin. Neither do we believe that improvements in teacher education and teaching should be avoided because they might require change. The Task Force supports some flexibility in the implementation of its recommendations and assumes that, within constitutional limits, every effort will be made to avoid undue hardships for academic institutions which might result from adoption of its recommendations. However, we believe that adoption of our recommendations is vital to the continuation of quality education in Wisconsin's elementary and secondary schools and suggest that the thrust of the recommendations be pursued with vigor and dispatch by educational institutions at every level, whether public, private, or sectarian.

Some Unfinished Business

While this report and the recommendations it contains address important aspects of each of the questions posed by Dr. Grover in his charge, greater depth of inquiry in each area is possible--and probably desirable. Limitations of time and staffing required that we limit to some degree our inquiries into two of the six major questions we were asked to consider. Namely, "How do we assure rigor and quality in teacher education?" and "What are the implications of emerging technology for the initial preparation and continuing professional development of teachers?"

The Task Force conducted ten separate research projects related to teacher preparation and devoted considerable time and energy to discussion of issues related to the education of teachers. In fact, six of our 31 recommendations deal with this topic. However, the Task Force did not conduct an in-depth audit of either the content or quality of courses offered prospective teachers at Wisconsin's colleges and universities, or of the qualifications of the educators who teach these courses. While we have no evidence (beyond the admonitions of a few individuals at public hearings) to indicate such an investigation is necessary, we believe that closer scrutiny of teacher education courses and instruction, and of the "approved program" process through which teacher education programs are certified by the Department of Public Instruction, is not unwarranted. One issue concerning teacher education which we chose not to address in our recommendations is that of program accreditation by external agencies or consortia such as the Wisconsin Consortium for the Improvement of Teacher Education. Accreditation of teacher education programs by external agencies such as the National Council for the Accreditation of Teacher Education (NCATE) is being debated nationally at the present time and is in a state of flux. The State Superintendent may wish to undertake a more detailed review of this issue in the future.

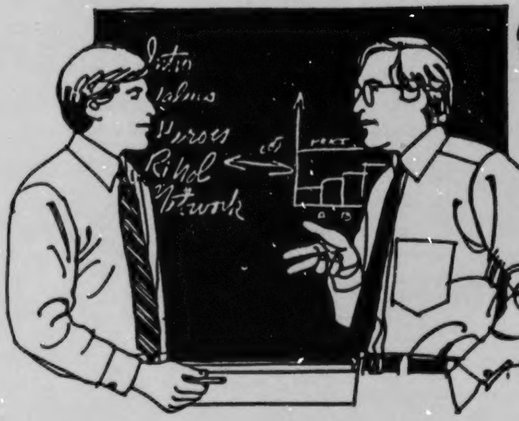
The implications of technology for teaching and teacher education is a second area which warrants continuing close scrutiny. Application of emerging technology to the tasks of teaching and learning may alter profoundly the role of the teacher with attendant implications for teacher preparation programs. Although we do not envision teachers being replaced by machines, we can envision scenarios in which teachers will increasingly be freed from routine, time-consuming tasks so that they can concentrate on interacting with learners to stimulate a spirit of inquiry and habits of critical, creative thinking. We emphasize again our earlier recommendation that the Department of Public Instruction exercise leadership in this area and that the State Superintendent monitor closely emerging technologies and assess their implications for improving teaching and learning in our elementary and secondary schools.

APPENDIX

Final Report of the
State Superintendent's
Task Force on

TEACHING AND TEACHER EDUCATION

January 1984



WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
HERBERT J. GROVER, STATE SUPERINTENDENT

APPENDIX

to the

FINAL REPORT

STATE SUPERINTENDENT'S

TASK FORCE ON TEACHING AND TEACHER EDUCATION

January 1984

The Department of Public Instruction does not discriminate on the basis of race, sex, age, religion, handicap, or national origin.

Bulletin No. 4250

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Persons Presenting Testimony at Public Hearings

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(Copies of these Appendices are available from the Department of Public Instruction, 125 South Webster Street, Madison, WI 53707.)

APPENDIX A.

Persons Presenting Information at the Request of the Task Force

Persons Presenting Testimony at Public Hearings

Persons Presenting Information At The Request Of The Task Force

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April 21, 1983

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James Bray, Education Director
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Frank Luedtke, Vice President
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APPENDIX B.

Demographic Characteristics of Wisconsin's Public School Teacher Supply and Demand

DEMOGRAPHIC CHARACTERISTICS OF WISCONSIN'S PUBLIC SCHOOL TEACHER SUPPLY AND DEMAND
(1980-2000)

A Report Submitted To The State
Superintendent's Task Force On Teaching
And Teacher Education

Prepared By:
John C. Bell, Education Specialist
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Department Of Public Instruction

December 1983

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INTRODUCTION

In the December 1982 charge to the Task Force on Teaching and Teacher Education, State Superintendent Herbert J. Grover directed the Task Force to respond to several major questions, issues, and problems facing public education in Wisconsin today and in the future. Among these was the question:

> "What can we expect Wisconsin's teacher supply and demand picture to look like over the years between now and the year 2000?"

In order to structure an answer to this question, data were collected from a variety of agencies and other sources and analyzed accordingly.

This report is organized around four main sections. These are:

- Historical and current demographic aspects
- Teacher demand projections
- Teacher supply
- Summary and conclusions

The main emphasis is on Wisconsin characteristics. However, where possible, comparisons between the national picture and Wisconsin are made.

It should be noted at the onset of this report that the term "teacher" as used in this report applies to those whose prime responsibility is working face to face with pupils in the public schools. It does not include those people classified as administrators or supervisors.

HISTORICAL AND CURRENT DEMOGRAPHIC ASPECTS

Before discussing public school teacher supply and demand it might be beneficial to examine certain historical and current demographic data pertaining to teachers and school age children that will have a bearing on the future. This section of the report will touch briefly on the size of Wisconsin's teaching force, teacher ages, teacher retirement, Wisconsin births, and school enrollments.

The Size of Wisconsin's Public School Teaching Force

During the 1978-79 school year, 52,249 men and women were employed full or part-time in the public school teaching profession in Wisconsin. Total full-time equivalent public school teaching positions occupied by these people for that same school year amounted to 50,777.36 based on Department of Public Instruction statistics. By the 1982-83 school year both the numbers of people engaged in public school teaching and the number of full-time teaching positions had steadily declined to 49,038 and 47,545.36 respectively. When examining the percent of decrease for both these aspects over the five-year period, it was found that the number of people engaged in public school teaching had fallen by 6.1 percent while the number of full-time equivalent positions they occupied had decreased by 6.4 percent. The major cause of these decreases was declining pupil enrollments in the public schools. The decline in the size of the state's public school teaching force for each year of the five-year period can be found in Table I.

Based on data presented by Feistritzer (1983), the national decline in the size of the teaching force over the same five-year period, 1978-79 through 1982-83, was approximately 3.1 percent. It would appear that Wisconsin's teaching force declined at about twice the rate of that nationally.

TABLE 1

NUMBER OF TEACHERS EMPLOYED IN WISCONSIN PUBLIC SCHOOLS AND NUMBER OF PUBLIC SCHOOL FULL-TIME EQUIVALENT TEACHING POSITONS

(1978-79 THROUGH 1982-83)*

School Year	No. of Full and Part-Time Public School Teachers	No. of Full-Time Equivalent Public School Positions
1978-79	52,249	50,777.36
1979-80	51,947	50,558.49
1980-81	51,621	49,850.64
1981-82	50,555	49,134.28
1982-83	49,038	47,545.36

*Data source: Department of Public Instruction

Teacher Ages

Today's Wisconsin teaching force is aging. According to Wisconsin Department of Employe Trust Funds data, the average age of the members of the State Teachers Retirement System (STRS) was 40.3 in 1982.** In 1975, the average age was 37.8 and has increased steadily to the present. Figure 1 illustrates this aging aspect. The age distributions for the years 1972, 77, and 82 are shown. It can also be seen from the graph that the percentage of retirement system members under the age of 25 has dramatically fallen over the years. In 1972 10.1 percent were under age 25. By 1982 only 1.8 percent were under age 25. Numberwise, these percentages translate to 6,717 members in 1972 and 1,256 members in 1982 being in this age category. Much of this decrease can probably be attributed to the teacher lay-off situation due to declining enrollments. The year-by-year percentage decrease for the under 25 age group is depicted in Figure 2.

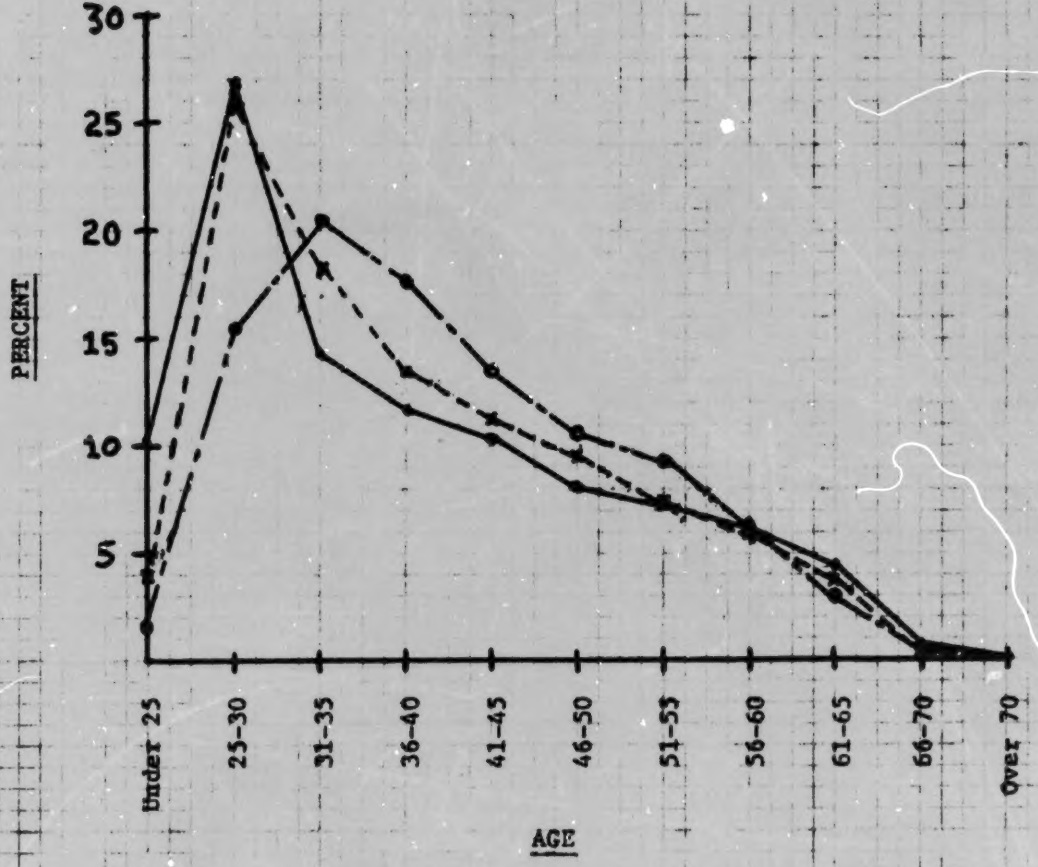
Wisconsin does not appear to differ significantly trendwise from the nation in the aging teacher force aspect. Feistritzer (1983) reports that the number of new or recently hired teachers has fallen since 1970 due to declining enrollments and related staff cuts.

**NOTE: The STRS definition of "teacher" is broader than that used in this report. The STRS definition includes administrators, some state employees of various agencies and certain members of the University of Wisconsin System Faculty. Based on a comparison of Department of Public Instruction Figures and STRS figures, approximately 73 percent of the STRS members are public school teachers. All public school teachers are members of the STRS. It appears safe to infer that the vast majority of STRS members under age 25 are public school teachers due to the various experience and educational requirements needed for service as an administrator, state employee, or university faculty member. However, the interested reader should bear this definition difference in mind when considering STRS statistics.

Data Source: Wis. Dept. of
Employe Trust Funds

FIGURE I

PERCENT OF ACTIVE MEMBERS OF THE STATE TEACHERS
RETIREMENT SYSTEM IN VARIOUS AGE CATEGORIES
(1972, 1977, and 1982)



AVERAGE AGE OF MEMBERSHIP

1972 - 37.7

1977 - 38.3

1982 - 40.3

KEY

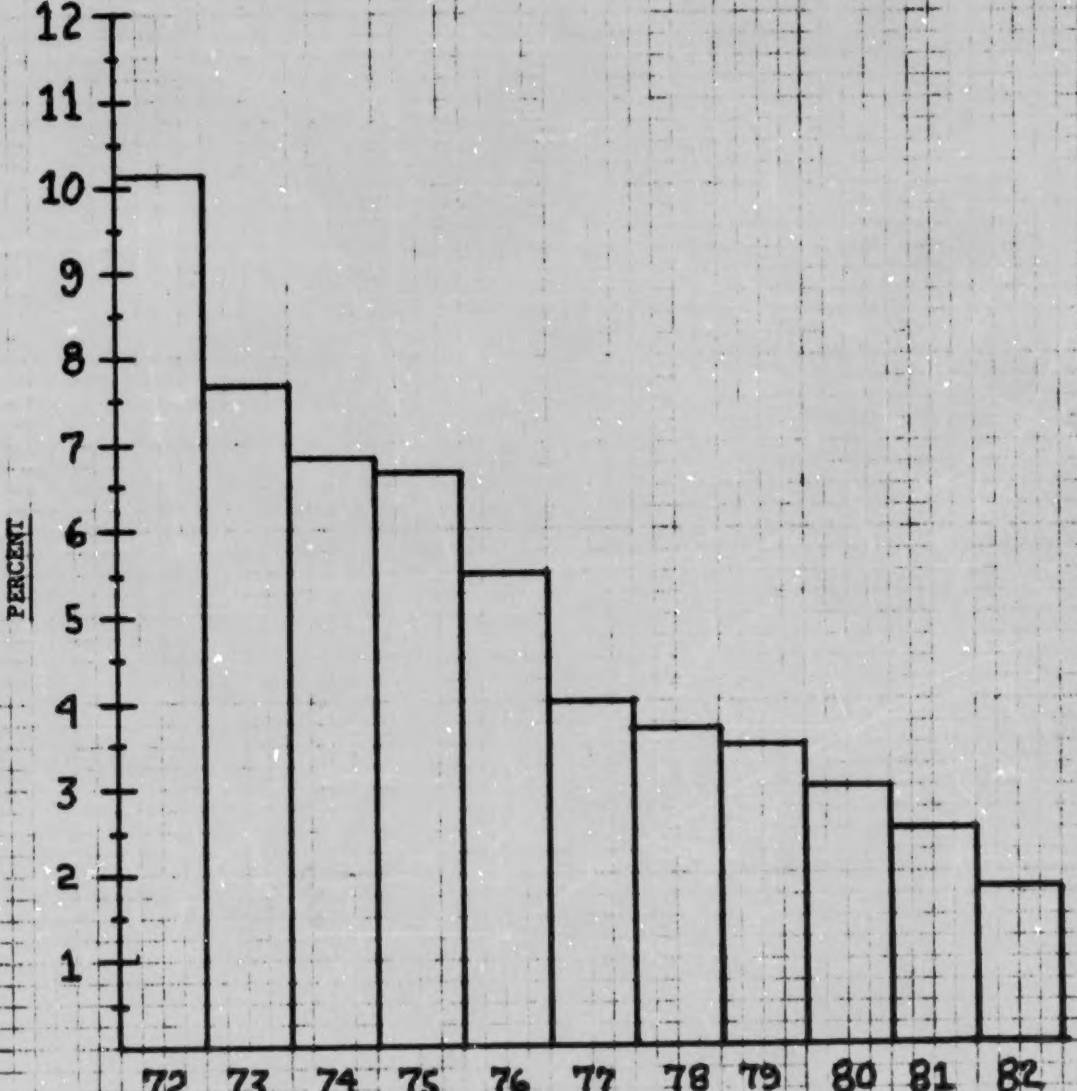
1972 ●———●

1977 ×- - -×

1982 ○- · -○

FIGURE 2

PERCENT OF ACTIVE MEMBERS OF THE STATE TEACHERS RETIREMENT SYSTEM UNDER AGE 25 (1972-1982)



Data Source: Wis. Dept. of Employe Trust Funds

Nationally, in 1970, approximately 17 percent of all teachers were under 25. Currently, about 8 percent are under 25 nationally. Feistritzer also reports the median teacher age in 1981 was 37, up from 33 in 1976.

Teacher Retirements

For the past few years STRS retirements have remained fairly steady with the exception of the estimated number expected to retire during the 1983 calendar year due to one-time early retirement provisions. Retirement statistics are estimated by the Department of Employe Trust Funds three years in advance on a calendar year basis. STRS total membership retirements from 1979 through the estimate for 1985 are shown in Table II.

TABLE II

STRS CALENDAR YEAR RETIREMENTS (1979-1985)*

Year	No. of Retirements
1979	1177
1980	1229
1981	1269
1982	1185
1983	1441 (Estimate)**
1984	1278 (Estimate)
1985	1265 (Estimate)

*Data Source: Department of Employe Trust Funds
**One-time early retirement provisions in effect.

As was mentioned previously, a comparison of Department of Public Instruction (DPI) total teacher numbers with total STRS membership numbers over recent years indicated approximately 73 percent of the STRS membership as being public school teachers. If this percentage holds across the higher age categories then between 860 and 933 classroom teachers per year (with the exception of the 1983 early retirement year) have or can be expected to retire from 1979-1985. This number will probably not change significantly through the 1980's. However, in the 1990's the number of retirements should begin to increase as the bulge in our aging teaching force begins to reach retirement age (if the various factors affecting retirement remain basically the same).

National figures used in teacher demand studies indicate approximately 1.7 percent of the public school teaching force retire in any given year (Sweet and Jacobsen, 1982). Wisconsin is similar to the national picture in this respect. A comparison of the total number retiring with the total STRS membership from 1979-82 revealed that from 1.6 percent to 1.8 percent of the total STRS membership retired each year.

Wisconsin Births

The year 1960 marked a record in the number of Wisconsin live births at 99,493. This was the peak of the "postwar baby boom" in Wisconsin. This can be contrasted with 1973 when the lowest number of live births occurred in Wisconsin since the World War II years with 62,796 recorded. Since 1973 live births are increasing, but certainly not at a "baby boom" pace. In 1982, 74,327 live births were recorded in Wisconsin with 74,300 estimated for 1983 according to the Department of Health and Social Services. Department of Administration population projections indicate the current increase in births will begin to turn around in the early 1990's. Table III lists live Wisconsin birth statistics for selected years since 1946 and for the years 1973 through the 1983 estimate.

TABLE III

WISCONSIN LIVE BIRTH STATISTICS*
FOR SELECTED YEARS

Year	No. of Live Births
1946	74,868
1956	93,496
1960	99,493**
1966	80,412
1973	62,796***
1974	65,150
1975	65,145
1976	65,042
1977	68,548
1978	68,573
1979	73,209
1980	74,763
1981	74,309
1982	74,327
1983	74,300 (Estimate)

*Data Source: Department of Health and Social Services
**Record year for Wisconsin live births.
***Lowest number of live births since World War II.

Wisconsin School Enrollments

Wisconsin public and private school enrollments have been in a continuing decline over the last several years reflecting the earlier decline in the birth rate. From the 1978-79 school year through the 1982-83 school year, public school enrollments declined by 101,589 pupils while private school enrollments declined by 9,457 during the same period. These pupil losses for the five-year period represent an 11.5 percent decrease for public schools compared to a 5.7 percent decrease for private. Table IV depicts public and private school enrollments from the 1978-79 school year through the 1982-83 school year.

TABLE IV

WISCONSIN PUBLIC AND PRIVATE SCHOOL PRE-KINDERGARTEN THROUGH TWELFTH GRADE ENROLLMENTS (1978-79 THROUGH 1982-83)*

School Year	Public School Enrollment	Private School Enrollment	Total
1978-79	886,419	166,614	1,053,033
1979-80	857,855	163,251	1,021,106
1980-81	830,247	161,957	992,204
1981-82	804,262	159,799	964,061
1982-83	784,830	157,157	941,987

NOTE: Enrollments also include ungraded students.

*Data Source: Department of Public Instruction

A further examination of the data in Table IV indicates that approximately 83-84 percent of the state's total school enrollment for any year shown is in public schools.

Nationally, public school enrollments during the period from 1978-79 through 1982-83 continued to decline. However, the national rate of decline over this five-year period was approximately 8.0 percent, according to Feistritzer (1983), compared to Wisconsin's public school enrollment decline of 11.5 percent for the same years.

TEACHER DEMAND PROJECTIONS

Projections of the type considered in this report can basically be viewed as best educated guesses of future situations based upon statistical manipulations of data. The data consist of past and current representations of certain variables that are known to affect the future situation in one way or another. Those who are concerned with developing projections are basically attempting to determine how these variables will behave in the future and how they will come together to form the particular future situation. At best, projecting future situations is hazardous. The further into the future projections are made the more hazardous it becomes. The main reason being most of the variables in "the mix" cannot be controlled and can change in ways not anticipated thus affecting the particular situation projected. Consequently, most projections are updated as the behavior of variables change. These updates are either periodic, such as on a yearly basis for projected school enrollments, or upon demand, such as for many situations in the business world where variables change quite frequently.

In this section of the report the discussion centers on the model used for teacher demand projections, sources of data used in the projections, the future demand for teachers due to changes in the school age population, the future demand for teachers due to attrition in the teaching force, and total future teacher demand.

The Model Used for Teacher Projections

For the purposes of this study, the projected need for additional (or fewer) teachers is based upon two factors:

1) The projected number of teachers needed due to pupil enrollment increases (or decreases in projected numbers of teachers needed due to pupil enrollment declines).

and

2) The number of teachers needed to fill projected vacancies caused by those who will leave the teaching profession (e.g. retirement, employment in another profession, etc.).

The first factor, projected number of teachers needed due to pupil enrollment changes, is determined by dividing the net change in projected enrollments for the time period in question by the estimated pupil-teacher ratio for the same time period. The model would be expressed as follows:

$$\frac{\text{Net change in projected pupil enrollment}}{\text{Estimated pupil-teacher ratio}} + \text{Projected number of teachers who will leave the profession} = \text{Projected teacher demand}$$

Sources of Data Used in the Projections

The charge to the Task Force included an examination of the teacher supply and demand picture for Wisconsin through the year 2000. Most enrollments, including those developed by the Department of Public Instruction, are projected for no more than five years into the future. The Department of Administration, however, has projected population statistics to the year 2010. Consequently, it was decided to use Department of Administration population data for the 5-17 age group to approximate school enrollments for projection purposes. An examination of existing data indicated a less than two percent variance between 5-17 year old population totals and enrollment totals for corresponding years.

Department of Public Instruction statistics indicated the overall pupil/teacher ratio for the public schools to be approximately 16 to 1* over the past few years (16.0 for 1980-81, 15.8 for 1981-82 and 1982-83). The National Center for Education statistics does not expect the public school pupil-teacher ratio to go below 15 to 1 in the foreseeable future. For the purposes of this study, the 16 to 1 ratio was considered to be the most likely. However, some calculations were made based on a 15 to 1 ratio and a 17 to 1 ratio.

No reliable estimates for Wisconsin appear to exist to determine the number of public school teachers needed to fill vacancies caused by those who leave the teaching profession with the exception of those who leave the profession through retirement. According to surveys conducted by the National Center for Education Statistics and the National Education Association in the mid to late 1960's approximately 15 percent of the teaching force of the nation left their jobs annually. Of this 15 percent, approximately six percent left to take teaching positions in other districts, three percent could not be accounted for, and the remainder left teaching entirely for one reason or another. Those who left teaching could be categorized as follows:

Retired	1.7%**
Changed to a job outside education	1.3%
Leave of absence	1.2%
Left for marriage, preganancy or family reasons	1.0%
Changed to a nonteaching job in education	0.7%
Other	0.8%
TOTAL	6.7%

Based on the surveys, an attrition value of eight percent was assumed. This rate included the 6.7 percent above plus a portion of the three percent whose teaching status was not known. Currently, a six percent attrition rate is thought to be more valid due primarily to the fact that the job market outside of education is tight and thus not as many teachers will or can move into non-teaching areas of employment and the percentage leaving for marriage, pregnancy or family reasons is reduced due to lower fertility rates, higher marriage ages, and the "aging" of the teaching force. The National Center for Education Statistics projects the six percent attrition rate to last at least through the 1980's. However, a return to the eight percent rate in the 1990's is conceivalbe due an unexpected demand for additional teachers in the late 1980's. The Center also states a low attrition rate of 4.8 percent. This rate assumes that the vast majority of those leaving the teaching profession do so for reasons of retirement, disability, or death, thus minimizing the other reasons stated previously.

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*NOTE: An overall pupil-teacher ratio such as the one stated probably has its main use in mathematical calculations. It is definitely not a good figure upon which to base average class size, etc. Since it includes all those classified as teachers including special education and special subjects personnel.

**NOTE: Wisconsin retirement data, discussed elsewhere in this report, was compared to the total state public school teaching force to determine the percentage of retirees. For the years compared the results varied no more than .2 percent from the 1.7 percent figure stated above.

In terms of this study three projections were made to determine the numbers of vacancies caused by those leaving the teaching profession. These were: 1) a high projection based on the eight percent attrition figure, 2) a middle-of-the road projection based on the six percent rate, 3) a low projection based on the 4.8 figure. Department of Public Instruction data concerning numbers of public school teacher full-time equivalent positions were used for the initial projections due to attrition.

The Future Demand for Teachers Due to Changes in the School Age Population

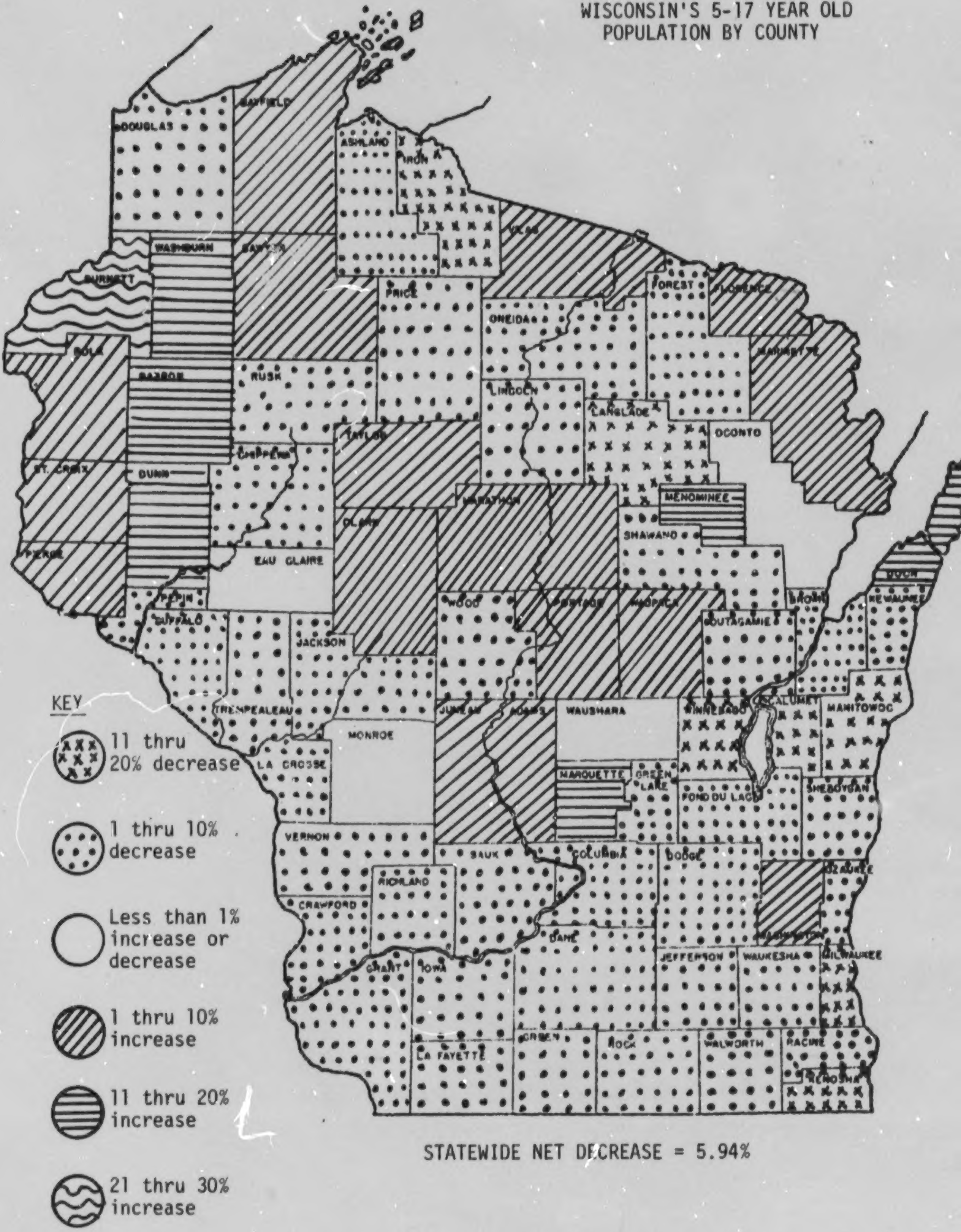
The Department of Administration (DOA) 1983 state population projections indicate a continuing decrease in the numbers of 5-17 year olds from 1980-85. This segment of the state's population is projected to decrease by 83,197. However, from 1985 to 1990 an increase of 23,200 5-17 year olds is projected. Projections also indicate continuing increases of 57,240 for the five-year period 1990-95 and from 1995 to 2000 a further increase of 17,023 in this population group. It should be noted, however, that the net increase for the twenty-year period from 1980 to 2000 for the age group in question amounts to 14,266.

DOA projections are calculated by county. Rates of increase or decrease vary greatly among counties as can be seen in Figures 3, 4, and 5. Figure 3 depicts percentages of increase on a county by county basis for the ten-year period 1980-1990. Overall, during this period a 5.9 percent decrease is projected for 5-17 year old age group. Figure 4 is similar to Figure 3 but covers the period from 1990-2000. A net increase 7.8 percent is projected for this time period for numbers of 5-17 year olds. Although beyond the scope of this study, Figure 5 is included for the interested reader. It can be noted from Figure 5 that another decrease in the numbers of school age children is projected from 2000-2010.

FIGURE 3

1980-1990

INCREASES AND DECREASES IN WISCONSIN'S 5-17 YEAR OLD POPULATION BY COUNTY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DUNN
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BUFFALO
WOOD
PORTAGE
WAUPACA
BROWN
OUTAGAMIE
JACKSON
TREMPEALEAU
JUNEAU
ADAMS
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MANITOWOC
MONROE
LA CROSSE
MARQUETTE
GREEN LAKE
FOND DU LAC
SHEBOYGAN
VERNON
SAUK
COLUMBIA
DODGE
OZAUKEE
RICHLAND
CRAWFORD
WASHINGTON
DANE
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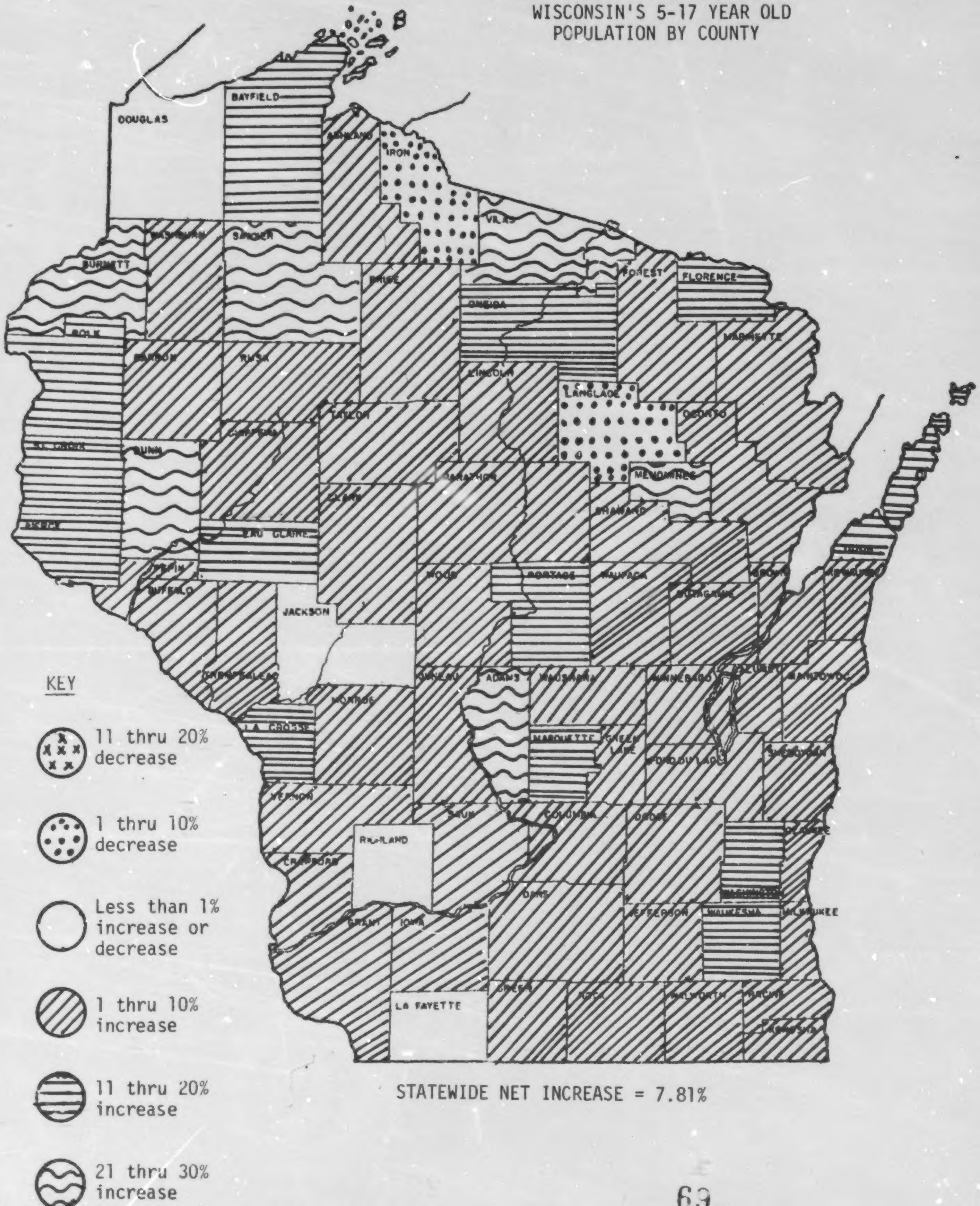
WAUKESHA
MILWAUKEE
GRANT
IOWA
GREEN
ROCK
WALWORTH
RACINE
LA FAYETTE
KENOSHA
KEY
11 thru 20% decrease
1 thru 10% decrease
Less than 1% increase or decrease
1 thru 10% increase
11 thru 20% increase
21 thru 30% increase

STATEWIDE NET DECREASE = 5.94%

FIGURE 4

1990-2000

INCREASES AND DECREASES IN
WISCONSIN'S 5-17 YEAR OLD
POPULATION BY COUNTY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MILWAUKEE
GREEN
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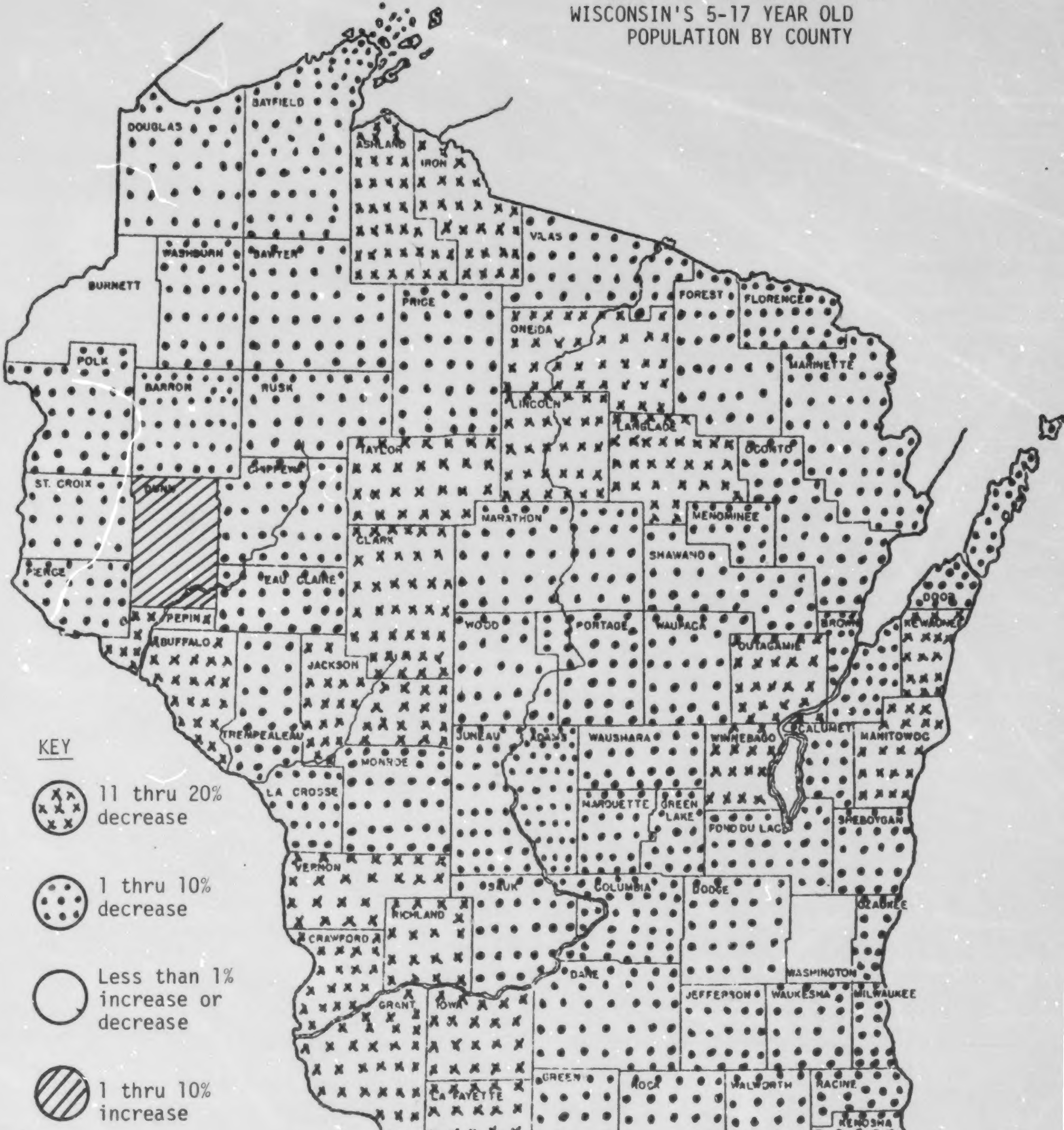
WALWORTH
RACINE
LA FAYETTE
KENOSHA
KEY
11 thru 20% decrease
1 thru 10% decrease
Less than 1% increase or decrease
1 thru 10% increase
11 thru 20% increase
21 thru 30% increase

STATEWIDE NET INCREASE = 7.81%

FIGURE 5

2000-2010

INCREASES AND DECREASES IN WISCONSIN'S 5-17 YEAR OLD POPULATION BY COUNTY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RACINE
KENOSHA
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KEY
11 thru 20% decrease
1 thru 10% decrease
Less than 1% increase or decrease
1 thru 10% increase

STATEWIDE NET DECREASE = 8.10%

DOA projections do not go beyond 2010 but it might be assumed that if history repeats itself that this decreasing trend will eventually begin to reverse toward a period of increase. For more detailed information covering state population trends for the 5-17 year old age group, the interested reader is referred to Appendix A. Appendix A contains a county by county numerical breakdown of population increases and decreases for each of the three ten-year periods discussed.

Utilizing the 1983 state population projections from DOA public school teacher demand projections were calculated for each of the four five-year time periods from 1980 to 2000. For these projections the numbers of public school 5-17 year olds were held constant at 83 percent of the total in the age category. The most likely projections were based on a 16 to 1 ratio of students to teachers. Additional projections were made based on ratios of 15 to 1 and 17 to 1. The projections can be found in Table V. A decrease in need of 4,316 teachers is projected for the 1980-85 period based on the 16 to 1 ratio while increases are projected for each of the other five-year periods with the greatest need projected for the 1990-95 period at 2,969 additional teachers.

TABLE V

DEMAND FOR ADDITIONAL PUBLIC SCHOOL TEACHERS BASED SOLELY UPON 5-17 YEAR OLD POPULATION CHANGES (1980-2000)

Year Span	5-17 Yr. Old Increase/Decrease	Public School Share*	Increase/Decrease in Public School Teachers 15 to 1 Ratio	16 to 1 Ratio	17 to 1 Ratio
1980-85	-83,197	-69,054	-4,604	-4,316	-4,062
1985-90	+23,200	+19,256	-1,284	+1,204	+1,133
1990-95	+57,240	+47,509	+3,167	+2,969	+2,795
1995-2000	+17,023	+14,129	+942	+883	+831

*Based upon current approximate figure of 83% attending public schools versus 17% attending private.

The DPI does not project teacher needs but the Department does project enrollments for five-year periods (updated annually). The 1982 five-year projections indicate a somewhat different picture of the immediate future. From 1980-81 through 1985-86 a net decrease of 74,190 public school students is indicated. By applying the 16 to 1 ratio to this figure a decrease of 4,637 public school teaching positions results, not too different from the 4,316 figure resulting from the DOA projections discussed previously. However, from 1985-86 through 1988-89, enrollments in the public schools are projected to continue downward with a net decrease of approximately 12,000 students, a decrease of about 750 public school positions rather than the approximate increase of 1,200 positions noted previously. DPI projects a "bottoming out" during the 1988-89 school year. Subsequent enrollment increases during the 1989-90 and 1990-91 school years would somewhat temper the 750 decrease but would probably not approximate the 1,200 position projected increase based upon the DOA data and the 16 to 1 ratio. DPI enrollment projections for the 1983-84 through the 1987-88 school years are shown in Table VI.

TABLE VI

WISCONSIN PROJECTED PUBLIC AND PRIVATE SCHOOL PRE-KINDERGARTEN THROUGH TWELFTH GRADE ENROLLMENTS (1983-84 THROUGH 1987-88)*

School Year	Public School Enrollment	Private School Enrollment	Total
1983-84	767,842	156,220	924,062
1984-85	760,270	156,026	916,296
1985-86	756,057	157,310	913,367
1986-87	752,763	159,149	911,912
1987-88	749,587	161,559	911,146

NOTE: Enrollments also include ungraded students

*Data Source: Department of Public Instruction

The difference in projections may be due to the models used by each agency. DPI projections are primarily based upon past enrollments, Wisconsin live births, and birth to ages five and six survival rates. DOA projections are based upon age dependent fertility rates, age dependent migration rates and mortality rates. DOA projections are calculated on a county by county basis and are added to form the state picture.

The Future Demand for Teachers Due to Attrition in the Teaching Force

In the 1979-80 school year there were approximately 51,900 people engaged in public school teaching in Wisconsin. Based on the attrition rates discussed previously, this would translate into approximately 3,100 teachers at the six percent rate, (2,500 at the 4.8 percent rate or 4,150 at the eight percent rate), who would leave the profession prior to the start of the 1980-81 school year. Obviously, all who left would not need to be replaced due to layoffs caused by declining enrollments. In fact, the net person loss from 1979-80 to 1980-81 was 326. The full-time equivalent position loss for this same period was a little over 700. However, public school enrollment decline amounted to 27,608 pupils between the two years. The situation, however, will result in a need to replace most all those people who leave when enrollments begin to increase from year to year.

Projections for teacher demand based upon attrition rates can be found in Table VII. The initial projections utilized the DPI data concerning the number of full-time equivalent teaching positions for the start of the projection period. This was adjusted per five-year period by the projections of teacher need due to increases or decreases in school age children at the 16 to 1 ratio and percentages were then taken.

TABLE VII

PROJECTED NUMBER OF PUBLIC SCHOOL TEACHERS LEAVING THE PROFESSION
(1980-2000)

	Number Leaving*		
Years	4.8% Rate	6% Rate	8% Rate
1980-85	11,615	14,520	19,360
1985-90	11,243	14,053	18,738
1990-95	11,743	14,679	19,572
1995-2000	12,206	15,257	20,343

*Based on known DPI full-time equivalent positions and adjusted accordingly.

As can be seen from Table VII, attrition will account for many more teacher vacancies than enrollment increases will. If one examines the six percent rate, considered the most likely, 14,520 teachers will leave the profession during the 1980-85 period. Since enrollments will continue to decrease during this five-year period, not all these teachers will need to be replaced due to the continuing lay-off condition. It can also be noted that the attrition factor increases as additional teachers are needed to fill vacancies caused by enrollment increases.

Wisconsin Total Future Teacher Demand

By combining Tables VI and VII the total teacher demand for the state can be shown. The total demand is depicted in Table VIII. As can be seen, regardless of which attrition rate is examined, the majority of teacher vacancies in this state will be due to attrition rather than enrollment increases. At the most likely rate of six percent, between 1980 and 2000 the total demand for teachers will be 59,249.

TABLE VIII

TOTAL WISCONSIN TEACHER DEMAND

(1980-2000)

		No. of Teachers Leaving the Profession			Total Teacher Demand		
Years	Increases/Decreases in Public School Teachers Due to Enrollment*	4.8% Rate	6% Rate	8% Rate	4.8% Rate	6% Rate	8% Rate
1980-85	-4,316	11,615	14,520	19,360	7,299	10,204	15,044
1985-90	+1,204	11,243	14,053	18,738	12,447	15,257	19,942
1990-95	+2,969	11,743	14,679	19,572	14,712	17,648	22,541
1995-2000	+883	12,206	15,257	20,343	13,089	16,140	21,226

*Based on a 16 to 1 pupil to teacher ratio

TEACHER SUPPLY

The pool of qualified teachers available for employment in the profession might be viewed as consisting of two segments. The first segment is made up of those who are experienced but left teaching temporarily for one reason or another such as layoff or to continue their education, etc. Also included in this segment would be those who were trained as teachers in the past but never secured a teaching position. Not much is known about this first segment of the pool because of the difficulty in tracking these people and in determining whether they would return to teaching if the opportunity arose. It is, however, reasonable to assume that the longer these people stay out of teaching, the less likely they would be to return to the profession. Nationally, based upon National Education Association reports, this segment of the pool may number upwards of one million people and is currently growing annually (Sweet and Jacobsen, 1982). Approximately ten percent of this segment actively seek teaching positions.

The second segment of the pool consists of those who are recent graduates of teacher training institutions. More is known about this segment. According to the National Center for Education Statistics, approximately seventy-five percent of new teacher graduates actively seek teaching positions. In recent years, however, many of those who sought positions in teaching were unsuccessful. In 1984, 7,290 students completed first-time standard teaching certificates in Wisconsin Institutions. The 1974-75 school year found 3,450 beginning teachers in Wisconsin public schools. This represents approximately forty-seven percent of the number completing training in 1974. By 1982, the number of students completing first-time standard teaching certificates in Wisconsin had declined to 2,791. The 1982-83 school year saw 790 beginning teachers hired by Wisconsin public school districts, approximately twenty-eight percent of the number trained in 1982. Comparisons for these two aspects from 1974-75 through 1982-83 can be found in Figure 6. The trend in decreasing numbers of new teachers hired in Wisconsin can primarily be attributed to enrollment declines over the years. The majority of beginning teachers were hired to fill vacancies created by those who had left teaching for one reason or another and whose positions could not be filled by transfer from existing staff or filled by experienced teachers from the pool of those available.

Although the number of those completing first-time teaching certificates has steadily declined over recent years, the total data indicate a large over-all surplus of teachers in the state. National statistics and studies indicate that although the difference between supply and demand will decrease over the years, the supply will meet the over-all demand at least through the 1990's (Heideman, 1982). The over-all figures, however, do not preclude shortages in specific teaching areas or various geographic locations.

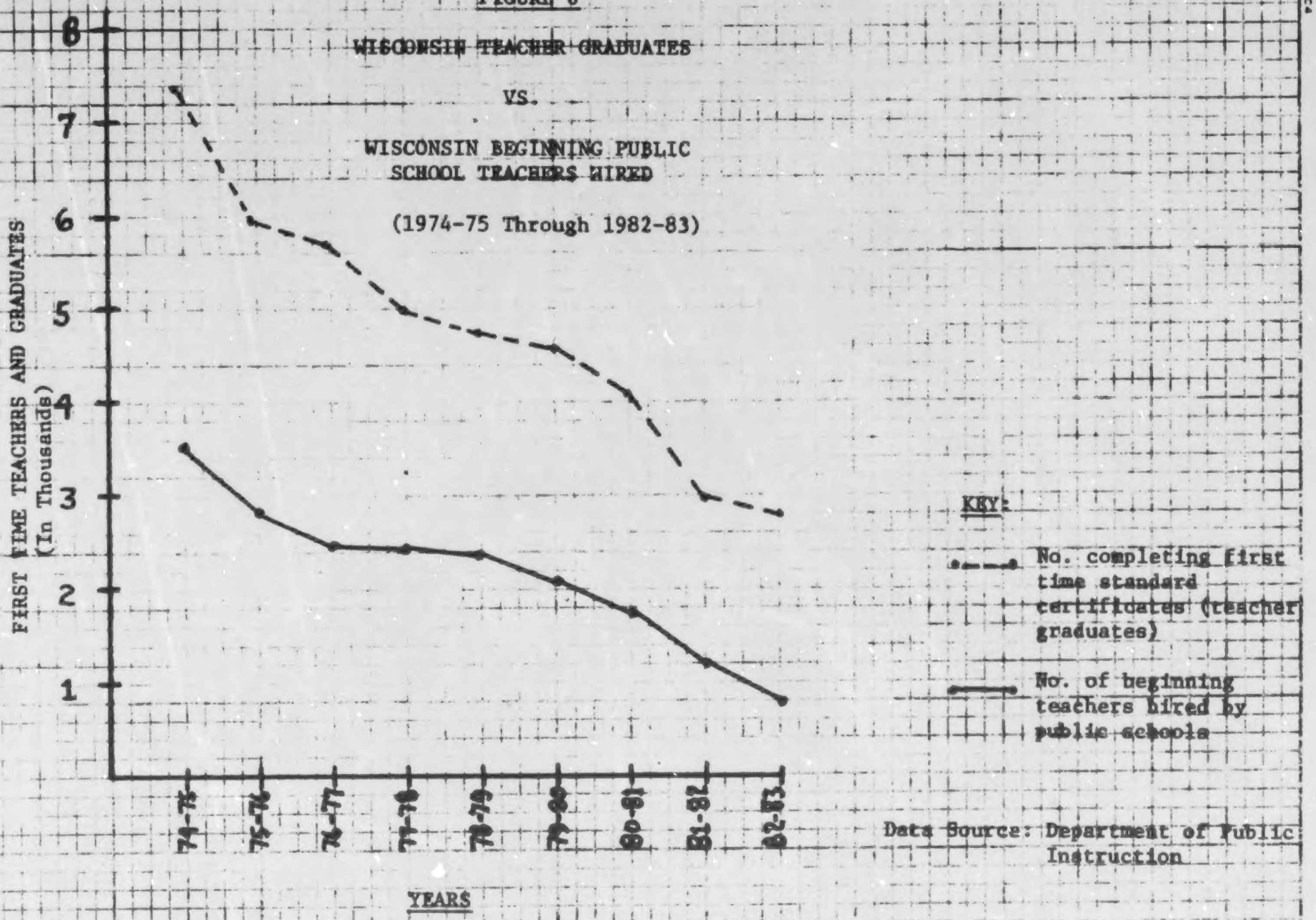

FIGURE 6

WISCONSIN TEACHER GRADUATES

VS.

WISCONSIN BEGINNING PUBLIC SCHOOL TEACHERS HIRED

(1974-75 Through 1982-83)

Data Source: Department of Public Instruction

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SUMMARY AND CONCLUSIONS

Based upon the findings discussed in this report, it would appear Wisconsin's teaching force is not too different from the current national picture. The size of Wisconsin's public school teaching force is shrinking due primarily to declining enrollments, although at a faster rate than that nationally. At the same time the state's teaching force is aging and fewer beginning teachers are being employed in Wisconsin's public schools. State teacher retirements currently are remaining fairly steady on a year to year basis but can be expected to begin to increase as the bulge in the teaching force nears retirement age.

Wisconsin public and private school enrollments have been in a continuing decline for a number of years but at a somewhat faster rate than that nationally. However, this trend is beginning to turn around. The Wisconsin birth rate reached a low in 1973 but has been increasing at a fairly steady rate since but at no where near the post World War II "baby boom" level. This increase is expected to continue until the 1990's when another decline is projected.

The public school teacher demand projections formulated for this study are based upon two factors, number of teaching positions needed due to enrollment changes and number of vacancies caused by people leaving the profession. Projections were formulated for five-year periods from 1980-2000. The number of teaching positions due to changes in student enrollment for the first five-year period (1980-85) indicated a decrease of over 4,000 positions. However, the remaining three five-year periods indicated increases in public school teaching positions due to increasing enrollments with a high of approximately 3,000 new positions during the 1990-95 period.

The number of projected positions due to people learning the profession was calculated for three attrition rates, (4.8%, 6%, and 8%), for each five-year period with the six percent rate considered to be the most likely. Vacancies due to this factor ranged from approximately 14,000 for the 1980-85 period to approximately 15,200 for the 1995-2000 period based on the six percent rate. Total demand for new teachers, based upon the six percent rate, ranged from approximately 10,200 for the 1980-85 period to approximately 17,600 for the 1990-95 period. At the six percent rate, total net projected demand for new teachers for the twenty-year period considered amounted to approximately 59,200.

Projections for the future can be hazardous due to uncontrollable changes in the variables that make up the projections. For instance, unpredicted changes in the economy and the business climate in the state could affect the birth rate and the migration factor ultimately causing greater variances in school enrollments from those projected. If certain of the recommendations made by the Task Force on Teaching and Teacher Education are fully implemented then this would be expected to decrease the attrition rate and thus cut down the number of new teacher vacancies. New state and/or federal laws dealing with education could also have their effect on teacher projections. An example of such a law is P.L. 94-142 and the impact its passage had on increasing the number of special education teachers nationally. Repeal of this law would most probably have the opposite effect. Increased use of technology in public education could well have an effect on decreasing the size of the teaching force too. Obviously, there are many examples one could choose which would be illustrative of unpredicted changes in variables which in turn would dramatically have impact on projections one way or another. The point is no projection is cut in stone and the further one projects in the future, the less reliable the projection. Hence, the basic need to update projections periodically is highly important.

The over-all teacher supply picture appears to be somewhat encouraging now and in the future period covered by this study. Although the number of teachers hired for the first time (beginning teachers) has declined over the past few years, as has the number of certified graduates of Wisconsin's teacher training institutions, there still exists an adequate supply of new graduates to meet existing current needs. There also appears to be a large pool of experienced and/or certified teachers who are currently not teaching for one reason or another. Although only about ten percent of these people seek teaching positions in a given year, many others would probably return to the profession if incentives were there. Most national studies indicate the supply of teachers will meet the demand through the period covered by this report. However, it should be noted that teacher shortages in specific teaching areas and various geographic locations now exist and will continue to do so.

In concluding this study, there are a number of suggestions and recommendations to be made. If studies concerning supply and demand of teachers are considered important then a mechanism for the conduct of such studies should be established, probably coordinated through the Department of Public Instruction. Most of the data needed (but not all) are currently collected by one agency or another in the state but the data summaries are in a form dictated by the needs of the particular agency. Cooperative efforts between the Department of Public Instruction and the particular agencies could result in data summaries that would yield information beneficial to all concerned but would entail only minimal changes in other agencies' data collection and processing procedures.

One limitation of this study was that supply and demand in specific teaching areas could not be reliably examined. It would appear such information is highly important to not only the Department and the schools but also to the state's 31 teacher training institutions. Efforts in this area should be undertaken.

Finally, some sort of system is needed to determine why teachers leave the profession in Wisconsin and to the extent they leave. The attrition rates utilized in this study are of a national nature. Only retirement figures could be checked against the national percentage of those retiring. Data in the other attrition areas has not been collected in this state and national rates had to be assumed to be appropriate to Wisconsin.

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APPENDIX A

COUNTY POPULATION GROWTH/LOSS

5-17 AGE GROUP

(1980-2000)

TABLE IX

COUNTIES

POPULATION GROWTH/LOSS 1980-1990
5-17 AGE GROUP

	1980	1990	Difference	% of Change
Adams	2,575	2,679	+104	+4.04
Ashland	3,505	3,360	-145	-4.14
Barron	8,138	8,967	+829	+10.19
Bayfield	3,012	3,258	+246	+8.17
Brown	41,148	37,367	-3,781	-9.19
Buffalo	3,193	2,881	-312	-9.77
Burnett	2,531	3,100	+569	+22.48
Calumet	7,880	6,951	-929	-11.79
Chippewa	12,590	11,910	-680	-5.40
Clark	7,913	8,006	+93	+1.18
Columbia	9,426	8,780	-646	-6.85
Crawford	3,910	3,785	-125	-3.20
Dane	60,380	55,245	-5,135	-8.50
Dodge	16,358	15,453	-905	-5.53
Door	4,922	5,876	+954	+19.38
Douglas	8,920	8.424	-496	-5.56
Dunn	6,282	7,306	+1,024	+16.30
Eau Claire	15,320	15,465	+145	+0.95
Florence	942	991	+49	+5.20
Fond du Lac	19,699	18,860	-839	-4.26
Forest	2,136	1,973	-163	-7.63
Grant	11,155	10,660	-495	-4.44
Green	6,623	6,548	-75	-1.13
Green Lake	3,861	3,668	-193	-5.00
Iowa	4,609	4,183	-426	-9.24
Iron	1,198	1,046	-152	-12.69
Jackson	3,604	3,562	-42	-1.17
Jefferson	14,090	13,639	-451	-3.20
Juneau	4,629	4,890	+261	+5.64
Kenosha	27,298	23,898	-3,400	-12.46
Kewaunee	4,562	4,270	-292	-6.40
LaCrosse	17,366	17,157	-209	-1.20
Lafayette	4,060	3,792	-268	-6.60
Langlade	4,550	4,069	-481	-10.57
Lincoln	6,103	5,572	-531	-8.70

Table IX (Continued)

	1980	1990	Difference	% of Change
Manitowoc	18,448	16,407	-2,041	-11.06
Marathon	25,497	25,974	+477	+1.87
Marinette	8,451	9,057	+606	+7.17
Marquette	2,385	2,646	+261	+10.94
Menominee	1,070	1,264	+194	+18.13
Milwaukee	186,052	159,102	-26,950	-14.49
Monroe	7,906	7,964	+58	+0.73
Oconto	6,689	6,697	+8	+0.12
Oneida	6,513	6,391	-122	-1.87
Outagamie	30,210	28,792	-1,418	-4.69
Ozaukee	16,174	15,192	-982	-6.07
Pepin	1,715	1,657	-58	-3.38
Pierce	6,639	6,766	+127	+1.91
Polk	7,175	7,814	+639	+8.91
Portage	11,870	12,542	+672	+5.66
Price	3,525	3,449	-76	-2.16
Racine	39,838	36,109	-3,729	-9.36
Richland	3,673	3,609	-64	-1.74
Rock	31,611	28,625	-2,986	-9.45
Rusk	3,582	3,468	-114	-3.18
St. Croix	10,388	11,285	+897	+8.63
Sauk	9,605	8,802	-803	-8.36
Sawyer	2,765	3,033	+268	+9.69
Shawano	8,240	7,655	-585	-7.10
Sheboygan	21,732	20,261	-1,471	-6.77
Taylor	4,461	4,579	+118	+2,65
Trempealeau	5,999	5,535	-464	-7.73
Vernon	5,376	5,133	-243	-4.52
Vilas	3,246	3,569	+323	+9.95
Walworth	14,705	14,230	-475	-3.23
Washburn	2,765	3,257	+492	+17.79
Washington	21,488	22,751	+1,263	+5.88
Waukesha	70,058	66,642	-3,416	-4.88
Waupaca	9,081	9,468	+387	+4.26
Waushara	3,804	3,805	+1	+0.03
Winnebago	26,841	23,573	-3,268	-12.18
Wood	16,773	16,157	-616	-3.67
STATE	1,010,848	950,851	-59,997	-5.94

TABLE X

COUNTIES

POPULATION GROWTH/LOSS 1990-2000
5-17 AGE GROUP

	1990	2000	Difference	% of Change
Adams	2,679	3,246	+567	+21.16
Ashland	3,360	3,516	+156	+4.64
Barron	8,967	9,631	+664	+7.40
Bayfield	3,258	3,730	+472	+14.49
Brown	37,367	40,854	+3,487	+9.33
Buffalo	2,881	2,943	+62	+2.15
Burnett	3,100	3,767	+667	+21.52
Calumet	6,951	7,601	+650	+9.35
Chippewa	11,910	12,570	+660	+5.54
Clark	8,006	8,436	+430	+5.37
Columbia	8,780	9,022	+242	+2.76
Crawford	3,785	3,963	+178	+4.70
Dane	55,245	59,338	+4,093	+7.41
Dodge	15,453	16,147	+694	+4.49
Door	5,876	6,546	+670	+11.40
Douglas	8,424	8,345	-79	-0.94
Dunn	7,306	9.136	+1,830	+25.05
Eau Claire	15,465	17,715	+2,250	+14.55
Florence	991	1,145	+154	+15.54
Fond du Lac	18,860	19,656	+796	+4.22
Forest	1,973	2,183	+210	+10.64
Grant	10,660	11,172	+512	+4.80
Green	6,548	6,897	+349	+5.33
Green Lake	3,668	3,866	+198	+5.40
Iowa	4,183	4,236	+53	+1.27
Iron	1,046	1,025	-21	-2.01
Jackson	3,562	3,596	+34	+0.95
Jefferson	13,639	14,699	+1,060	+7.77
Juneau	4,890	5,206	+316	+6.46
Kenosha	23,898	25,587	+1,689	+7.07
Kewaunee	4,270	4,324	+54	+1.26
LaCrosse	17,157	20,590	+3,433	+20.01
Lafayette	3,792	3,813	+21	+0.55
Langlade	4,069	4,020	-49	-1.20
Lincoln	5,572	6,133	+561	+10.07

Table X (Continued)

	1990	2000	Difference	% of Change
Manitowoc	16,407	16,637	+230	+1.40
Marathon	25,974	28,113	+2,139	+8.24
Marinette	9,057	9,882	+825	+9.11
Marquette	2,646	2,959	+313	+11.83
Menominee	1,264	1,543	+279	+22.07
Milwaukee	159,102	164,720	+5,618	+3.53
Monroe	7,964	8,492	+528	+6.63
Oconto	6,697	7,167	+470	+7.02
Oneida	6,391	7,472	+1,081	+16.91
Outagamie	28,792	30,621	+1,829	+6.35
Ozaukee	15,192	16,762	+1,570	+10.33
Pepin	1,657	1,761	+104	+6.28
Pierce	6,766	8,033	+1,267	+18.73
Polk	7,814	8,751	+937	+11.99
Portage	12,542	14,685	+2,143	+17.09
Price	3,449	3,532	+83	+2.41
Racine	36,109	37,803	+1,694	+4.69
Richland	3,609	3,632	+23	+0.64
Rock	28,625	30,319	+1,694	+5.92
Rusk	3,468	3,513	+45	+1.30
St. Croix	11,285	13,035	+1,750	+15.51
Sauk	8,802	9,079	+277	+3.15
Sawyer	3,033	3,893	+860	+28.35
Shawano	7,655	8,206	+551	+7.20
Sheboygan	20,261	20,882	+621	+3.07
Taylor	4,579	4,974	+395	+8.63
Trempealeau	5,535	5,989	+454	+8.20
Vernon	5,133	5,224	+91	+1.77
Vilas	3,569	4,595	+1,026	+28.75
Walworth	14,230	15,770	+1,540	+10.82
Washburn	3,257	3,545	+288	+8.84
Washington	22,751	26,775	+4,024	+17.69
Waukesha	66,642	74,854	+8,212	+12.32
Waupaca	9,468	10,420	+952	+10.05
Waushara	3,805	4,108	+303	+7.96
Winnebago	23,573	24,941	+1,368	+5.80
Wood	16,157	17,773	+1,616	+10.00
STATE	950,851	1,025,174	+74,263	+7.81

TABLE XI

COUNTIES

POPULATION GROWTH/LOSS 2000-2010
5-17 AGE GROUP

	2000	2010	Difference	% of Change
Adams	3,246	2,955	-291	-8.96
Ashland	3,516	3,018	-498	-14.16
Barron	9,631	8,611	-1,020	-10.59
Bayfield	3,730	3,474	-256	-6.86
Brown	40,854	37,894	-2,960	-7.25
Buffalo	2,943	2,489	-454	-15.43
Burnett	3,767	3,790	+23	+0.61
Calumet	7,601	6,814	-787	-10.35
Chippewa	12,570	11,332	-1,238	-9.85
Clark	8,436	7,336	-1,100	-13.04
Columbia	9,022	8,039	-983	-10.90
Crawford	3,963	3,492	-471	-11.88
Dane	59,338	55,217	-4,121	-6.94
Dodge	16,147	14,642	-1,505	-9.32
Door	6,546	6,102	-444	-6.78
Douglas	8,345	7,428	-917	-10.99
Dunn	9,136	9,270	+134	+1.47
Eau Claire	17,715	16,645	-1,070	-6.04
Florence	1,145	1,039	-106	-9.26
Fond du Lac	19,656	17,708	-1,948	-9.91
Forest	2,183	1,951	-232	-10.63
Grant	11,172	9,877	-1,295	-11.59
Green	6,897	6,539	-358	-5.19
Green Lake	3,866	3,493	-373	-9.65
Iowa	4,236	3,516	-720	-17.00
Iron	1,025	899	-126	-12.29
Jackson	3,596	3,165	-431	-11.99
Jefferson	14,699	13,682	-1,017	-6.92
Juneau	5,206	4,665	-541	-10.39
Kenosha	25,587	23,399	-2,188	-8.55
Kewaunee	4,324	3,649	-675	-15.61
LaCrosse	20,590	19,462	-1,128	-5.48
Lafayette	3,813	3,122	-691	-18.12
Langlade	4,020	3,398	-622	-15.47
Lincoln	6,133	5,442	-691	-11.27

Table XI (Continued)

	2000	2010	Difference	% of Change
Manitowoc	16,637	14,157	-2,480	-14.91
Marathon	28,113	26,281	-1,832	-6.52
Marinette	9,882	8,959	-923	-9.34
Marquette	2,959	2,859	-100	-3.38
Menominee	1,543	1,471	-72	-4.67
Milwaukee	164,720	152,969	-11,751	-7.13
Monroe	8,492	7,758	-734	-8.64
Oconto	7,167	6,433	-734	-10.24
Oneida	7,472	6,624	-848	-11.35
Outagamie	30,621	26,831	-3,790	-12.38
Ozaukee	16,762	15,552	-1,210	-7.22
Pepin	1,761	1,454	-307	-17.43
Pierce	8,033	7,732	-301	-3.75
Polk	8,751	8,278	-473	-5.41
Portage	14,685	14,395	-290	-1.97
Price	3,532	3,220	-312	-8.83
Racine	37,803	33,760	-4,043	-10.69
Richland	3,632	3,084	-548	-15.09
Rock	30,319	27,854	-2,465	-8.13
Rusk	3,513	3.131	-382	-10.87
St. Croix	13,035	12,500	-535	-4.10
Sauk	9,079	8,209	-870	-9.58
Sawyer	3,893	3,720	-173	-4.44
Shawano	8,206	7,371	-835	-10.18
Sheboygan	20,882	18,888	-1,994	-9.55
Taylor	4,974	4,246	-728	-14.64
Trempealeau	5,989	5,631	-358	-5.98
Vernon	5,224	4,387	-837	-16.02
Vilas	4,595	4,477	-118	-2.57
Walworth	15,770	14,647	-1,123	-7.12
Washburn	3,545	3,186	-359	-10.13
Washington	26,775	26,941	+166	+0.02
Waukesha	74,854	70,049	-4,805	-6.42
Waupaca	10,420	9,769	-651	-6.25
Waushara	4,108	3,840	-268	-6.52
Winnebago	24,941	21,756	-3,185	-12.77
Wood	17,773	16,102	-1,671	-9.40
STATE	1,025,114	942,073	-83,039	-8.10

APPENDIX C.

Survey of Opinions of Wisconsin Teachers and Principals Concerning Teachers and Teacher Education

SURVEY OF OPINIONS OF WISCONSIN TEACHERS AND PRINCIPALS CONCERNING TEACHERS AND TEACHER EDUCATION

The State Superintendent's Task Force on Teaching and Teacher Education has used several methods to obtain input on the various issues it has been asked to address. Public hearings held in Brookfield and Wausau invited input from professional organizations, school boards, teachers, teacher educators, and the general public. Formal presentations have been made at meetings of the Task Force by persons knowledgeable about specific issues and literature reviews have supplemented the input given at the public hearings. In May, 1983, a random sample of school principals and teachers in their first, second or third year of teaching were asked to respond to the survey instrument.

WISCONSIN PRINCIPALS

A random sample of 150 principals was drawn from the total of 1,477 principals in Wisconsin. Of the 150 principals to whom surveys were mailed, 122 (81.33 percent) were returned. The average experience of the respondents was 14.29 years in the principalship. Of those responding, 3 (2.5 percent) currently served in districts of 0-499 students, 20 (16 percent) served districts of 500-999 students, 21 (17 percent) were in districts of 1000-1999 students, and 78 (64 percent) were in districts with enrollments of more than 2000 students.

While some area in which differences were statistically significant were identified when responses of principals having various levels of experience, district size, or school size were examined, analysis indicated that the differences were of no practical significance in terms of the issues being addressed by the task force.

The survey instrument requested reactions from respondents to seven areas of concern to the Task Force: teacher quality, field and clinical experiences, teacher education, in-service staff development, beginning teacher induction, screens for admission to teacher education and as prerequisites for licensing, and master teachers.

Responses to seven items concerning teacher quality indicated that the principals see a slight improvement in the quality of teacher graduates over the last five years. In only one area, that of the ability of first year teachers to maintain classroom discipline, did the principals note a slight decline. Clinical and field experiences were seen by the principals participating in the survey to be very important aspects of teacher education. Principals varied most in their response to the question dealing with the quality of supervision and assistance provided student teacher/interns by university professors or coordinators. They also were varied in their evaluation of the effectiveness of teacher education institutions in educating beginning teachers. They were in strong agreement, however, regarding the need for more communication between teacher education instiutions and K-12 educators.

In-service programs for teachers were viewed as being valuable for meeting the needs of teachers and the goals of the school district. Over 66 percent of the principals either strongly agreed or agreed that a fifth year of teacher education served in the schools as a probationary period would be desireable. Only 14 percent disagreed or strongly disagreed with this proposal. Principals also agreed that following a 1 to 3 year probationary period for new teachers, a comprehensive assessment of their professional teaching skills should be used as the basis of a decision to award or deny regular licensure.

Principals agreed that admission requirements of schools or colleges of education should be more stringent in the areas of basic skills, grade point averages, and psychological/personality testing. Principals also supported the use of a test of basic skills and academic knowledge as a prerequisite to initial teacher certification in Wisconsin. Over 82 percent of the respondents either strongly agreed or agreed that adoption of a "master teacher" who would have "the added responsibility of working with student teachers/interns and new teachers, and who would receive special training, released time, and compensation for that activity," would be desirable. Principals valued the continuing education and in-service programs in which they had participated, and they agreed that their district supported in-service training for principals.

Principals commented as follows on three questions:

1. Concerning the quality of first year teachers:

   Eight principals commented that because of the large number of applications for teaching positions, they had been able to secure excellent teachers. Several expressed concern about attitudes related to doing "the extras," problems with discipline, working with minority and culturally mixed groups, and a lack of maturity and common sense in new teachers.

   Academic competence was not identified as a source of difficulty.

2. Regarding levels of support and guidance received by student teacher/ interns and first year teachers.

   Main concerns here centered around communications with university and college teacher educators and supervisors working with student teachers.

3. Suggestions for improving the quality of field experiences:

   Respondents expressed a desire for earlier and more extensive field experiences. Working with master teachers, raising standards for admission to programs of teacher education, and more consultation with principals regarding the work of the student teacher/intern were other concerns raised.

A random sample of 400 persons who had received their initial Wisconsin teaching license within the last three years also received a survey instrument. A total of 264 (66 percent) of the instruments were returned. Only beginning teachers were surveyed because it was thought they would be able to evaluate the strengths and weaknesses of contemporary teacher education programs offered by Wisconsin higher education institutions. Of the respondents, 217 (82 percent) had received their initial training in Wisconsin.

As in the case of the survey of principals, some statistically significant differences were ascertained among teachers of various grade levels, school sizes and school settings (urban, suburban, rural). However, examination of these items indicated that the differences were of little practical significance and did not warrant further analysis.

The survey instrument covered seven areas: preparation for first year of teaching, student teaching/internship, professional training and education, screens, induction, master teacher, and in-service.

Individual respondents generally described themselves as being more adequately prepared for the first year of teaching than other recent graduates. Student teaching/internship experiences ranged from 6-54 weeks in length, with the mode being 18 weeks. The number of weeks in which student teacher/interns were totally responsible for classroom instruction ranged from 0-39 with a mode of 8 weeks. The student teaching/internship was seen as being a very important experience relative to success as a first year teacher. In terms of the support they received during these experiences, respondents rated that from the supervising teacher highest. Following, in rank order, was support received from the college supervisor, support from other teachers, support from other student teachers and interns, and support from school principals/ administration.

Respondents rated early clinical/field experiences highest in terms of being helpful in their professional preparation as teachers. A major in the academic area to be taught (secondary), closer supervision by cooperating teachers, greater communication between the university supervisor and the student teacher, diagnostic testing early in a student's experience, and a major in an academic subject area (elementary) followed in importance. Beginning teachers favored testing in basic skills, academic knowledge, and teaching skills prior to initial certification.

The results of the survey found disagreement among beginning teachers in the items dealing with advanced training and support. Because of the diversity of the responses, it was not possible to state generalizations in this area.

Respondents were not asked to state their reactions to an undefined position of "master teacher" but were requested to respond to specific responsibilities that might be included in such a position. The most favored responsibility of a master teacher was assisting in curriculum development, followed by assisting in in-service and staff development, and providing assistance to inexperienced probationary teachers.

Beginning teachers favored paying master teachers more than the normal salary schedule by a margin of 60 percent to 20 percent, with 20 percent expressing no opinion.

Continuing education courses and district sponsored in-service programs were seen as valuable experiences for beginning teachers. A majority of the respondents felt their building principal supported inservice for teachers.

SURVEY OF WISCONSIN PRINCIPALS

State Superintendent's Task Force on Teaching
and Teacher Education
June, 1983

[122 principals were surveyed.]

1. Years experience as a principal:
   Range = 1-32 years
   Mean = 14.295 years
   Mode = 17 years

2. Level of school in which the principals were employed.

Level	Percent
Elementary	48.4
Middle/Junior High	17.2
Senior High	27.0
Combination	7.4

3. Enrollment of District:

Enrollment	Percent
0-299	2.50
500-999	16.40
1000-1999	17.20
2000+	63.90

4. Enrollment of school building.

Enrollment	Percent
0-299	21.30
300-599	57.40
600-899	13.10
900+	8.20

5. Number of teachers hired in the principal's building in the last five years.
   Range = 0-40
   Mean = 5.513

6. The quality of current graduates of Wisconsin teacher education programs is generally:
   (X = 2.451 SD = .694)

very high	high	average	low	very low	NR[1]
4.9%	45.9%	37.7%	3.3%	.8%	9.0%

7. Based on your own experience, in the last five years the overall quality of first year teachers has:
   (X = 2.739 SD = .806)

improved greatly	improved	same	declined	declined greatly	NR
1.6%	37.7%	36.1%	13.9%	1.6%	9.0%

---

[1] No Response

8. Based on your own experience, in recent years the academic knowledge of first year teachers in the areas they teach has:
(X = 2.595 SD = .873)

improved greatly	improved	same	declined	declined greatly	NR
2.5%	38.5%	43.4%	6.6%	0%	0%

9. Based on your own experience, in recent years the teaching and classroom management skills of first year teachers have:
(X = 2.817 SD = .813)

greatly increased	increased	remained the same	decreased	greatly decreased	NR
2.5%	29.5%	37.7%	17.2%	1.6%	10.7%

10. Based on your own experience, in recent years the ability of first year teachers to maintain classroom discipline has:
(X - 3.065 SD = .823)

improved greatly	improved	remained the same	declined	declined greatly	NR
1.6%	19.7%	41.0%	23.8%	2.5%	11.5%

11. Based on your own experience, in recent years the ability of teachers to plan for instructional results has:
(X = 2.65 SD = .779)

improved greatly	improved	remained the same	declined	declined greatly	NR
2.5%	41.0%	35.2%	12.3%	.8%	8.2%

12. Based on your own experience, in recent years skills of first year teachers in the methods and techniques of teaching have:
(X = 2.759 SD = .841)

improved greatly	improved	remained the same	declined	declined greatly	NR
2.5%	35.2%	33.6%	15.6%	1.6%	11.5%

13. Please add any comments you have concerning the quality of first year teachers you supervise. (Use the reverse side of this page if necessary.)

14. How important are early and extensive field or clinical experiences in teacher education?
(X = 1.387 SD = .665)

very important	important	no opinion	unimportant	very unimportant	NR
68.0%	23.0%	4.9%	1.6%	0%	2.5%

15. Has your school been a site for field or clinical experiences (other than student teaching/internships) for students enrolled in programs of teacher education within the past three years?

Yes: 39.3% No: 58.2% No Response: 2.5%

16. If yes, approximately how many such students (other than student teachers/interns) have been at your school in the last three years?

Range: 12.833 Mean: 0-50 Mode: 5, 6, 15

17. How willing would you be to help facilitate field or clinical experiences (other than student teaching/internships) in your school?

(X = 1.941 SD = .857)

very willing	willing	don't know	unwilling	very unwilling	NR
34.4%	37.7%	23.0%	1.6%	.8%	2.5%

18. Has your school had student teachers or interns within the past three years?

Yes: 86.9% No: 12.3% No Response: .8%

19. If yes, how many student teachers/interns have been in your school in the last three years? X = 8.885

Range: 1-50 Mean: 8.885 Mode: 6

20. How important do you believe student teaching/internship is for the development of a successful teacher?

(X = 1.20 SD = .402)

very important	important	no opinion	unimportant	very unimportant	NR
78.7%	19.7%	0%	0%	0%	1.6%

21. How would you rate the quality of supervision and assistance provided student teachers/interns by "cooperating" or other teachers?

(X = 2.325 SD = .842)

superior	good	quite mixed	fair	poor	NR
13.1%	48.4%	31.1%	3.3%	2.5%	1.6%

22. How would you rate the quality of supervision and assistance provided student teachers/interns by university professors or coordinators?

(X = 2.983 SD = 1.000)

superior	good	quite mixed	fair	poor	NR
4.1%	27.0%	42.6%	13.9%	9.8%	2.5%

23. How extensive is your assistance to and interaction with student teachers/interns?

(X = 2.880 SD = .822)

very extensive	extensive	moderate/ some	little	very little	NR
3.3%	18.0%	55.7%	16.4%	.8%	5.7%

24. Please make any comments you wish to about the current level of support and guidance received by student teachers/interns and first year teachers. (Use reverse side if necessary.)

25. What suggestions do you have for improving the quality of field experiences for students enrolled in programs of teacher preparation? (Use reverse side if necessary.)

26. How effective do you believe teacher education institutions are in their mission of educating beginning teachers?
(X = 2.873 SD = 1.026)

very effective	effective	no opinion	moderately effective	ineffective	NR
.8%	51.6%	6.6%	34.4%	3.3%	3.3%

Do you agree or disagree with each of the following statements?

27. Higher education institutions should be more involved with and supportive of beginning teachers.
(X = 1.992 SD = .930)

strongly agree	agree	no opinion	disagree	strongly disagree	NR
29.5%	51.6%	7.4%	8.2%	1.6%	1.6%

28. There should be more communication between teacher training institutions and K-12 educators about the goals and needs of each.
(X = 1.512 SD = .269)

strongly agree	agree	no opinion	disagree	strongly disagree	NR
49.2%	49.2%	.8%	0%	0%	.8%

29. Teacher training institutions should communicate more with K-12 educators about their new teacher graduates:
(X = 1.708 SD = .600)

strongly agree	agree	no opinion	disagree	strongly disagree	NR
36.1%	54.9%	7.4%	0%	0%	1.6%

30. For the professional development of individual teachers most district sponsored inservice programs are:
(X = 2.563 SD = .788)

very valuable	valuable	of moderate value	little value	no value
7.4%	37.7%	43.4%	8.2%	.8%

31. Most district sponsored inservice programs for meeting district goals are:
(X = 2.387 SD = .690)

very valuable	valuable	of moderate value	little value	no value
7.4%	49.2%	36.9%	4.1%	2.5%

32. Does your school district have an inservice/staff development council?

Yes:	No:	Missing:
88.5%	9.8%	1.6%

33. The majority of my district's inservice council is:

teachers	administrators	board members or citizens	other	does not apply	NR
58.2%	13.9%	5.7%	4.9%	11.5%	5.7%

34. A 5th year of higher education in a university setting for teacher certification should be required.
(X = 3.008 SD = 1.119)

strongly agree	agree	no opinion	disagree	strongly disagree	NR
12.3%	23.8%	22.1%	31.1%	9.0%	1.6%

35. A 5th year of teacher education served in the schools as a probationary period should be initiated.
(X = 2/314 SD = 1.017)

strongly agree	agree	no opinion	disagree	strongly disagree	NR
19.7%	45.9%	19.7%	10.7%	3.3%	.8%

36. A conditional license should be instituted for new teachers to cover a probationary period of from 1 to 3 years.
(X = 1.810 SD = .850)

strongly agree	agree	no opinion	disagree	strongly disagree	NR
37.7%	50.0%	5.7%	4.1%	1.6%	.8%

37. Following a 1 to 3 year probationary period for new teachers, a comprehensive assessment of professional teaching skills should be used to award or deny regular licensure.
(X = 1.933 SD = .905)

strongly agree	agree	no opinion	disagree	strongly disagree	NR
32.0%	50.0%	9.8%	4.1%	2.5%	1.6%

38. A differentiated license for a small percentage of carefully selected "master teachers" who have the added responsibility of working with student teachers/interns and new teachers, and who would receive special training, release time, and compensation for that activity should be implemented.
(X = 1.902 SD = .904)

strongly agree	agree	no opinion	disagree	strongly disagree	NR
36.1%	45.9%	11.5%	4.9%	1.6%	0%

39. How valuable are most continuing education experiences (meeting recertification requirements) for teachers?
(X = 2.711 SD = .821)

very valuable	valuable	of moderate value	little value	no value	NR
4.9%	34.4%	46.7%	10.7%	2.5%	.8%

Do you agree or disagree with each of the following proposals for revision of teacher education and the teaching career?

40. Standards of admission to schools of education should be raised.

(X = 2.156 SD = 1.029)

strongly agree	agree	no opinion	disagree	strongly disagree	NR
27.9%	45.9%	9.8%	15.6%	.8%	0%

41. The grade point average (GPA) required for admission to schools of education should be raised.

(X = 2.410 SD = 1.050)

strongly agree	agree	no opinion	disagree	strongly disagree	NR
18.0%	45.9%	14.8%	19.7%	1.6%	0%

42. Successful completion of a test of basic skills should be required for admission to schools of education.

(X = 1.934 SD = .888)

strongly agree	agree	no opinion	disagree	strongly disagree	NR
32.0%	50.8%	11.5%	3.3%	2.5%	0%

43. Some psychological or personality screening should be conducted with applicants for admission to schools of education.

(X = 2.124 SD = 1.029)

strongly agree	agree	no opinion	disagree	strongly disagree	NR
30.3%	41.0%	14.8%	11.5%	1.6%	.8%

44. Successful completion of a test of "basic skills" (at a level expected of teachers) should be required of teachers prior to initial Wisconsin teacher certification.

(X = 1.983 SD = .935)

strongly agree	agree	no opinion	disagree	strongly disagree	NR
29.5%	52.5%	7.4%	6.6%	2.5%	1.6%

45. Successful completion of a test of academic knowledge (in subjects to be taught) should be required of teachers prior to initial Wisconsin teacher certification.

(X = 2.067 SD = 1.002)

strongly agree	agree	no opinion	disagree	strongly disagree	NR
29.5%	45.9%	13.1%	6.6%	3.3%	1.6%

46. Successful completion of a test of teaching skills (organizing, planning, knowledge of pedagogy) should be required of teachers prior to initial Wisconsin teacher certification.

(X = 2.074 SD = .976)

strongly agree	agree	no opinion	disagree	strongly disagree	NR
28.6%	47.5%	11.5%	9.8%	1.6%	.8%

47. There should be a program of additional support and training for new teachers that assists them on the job in the development of professional teaching skills.

(X = 1.808 SD = .714)

strongly agree	agree	no opinion	disagree	strongly disagree	NR
31.1%	59.0%	4.9%	2.5%	.8%	1.6%

48. The continuing education (college credit) courses I have taken since being employed as a principal (or assistant principal) have for the most part been:

(X = 1.992 SD = .698)

of great value	of some value	of little value	of no value	haven't taken any	NR
21.3%	60.7%	16.4%	.8%	.8%	0%

49. The district sponsored inservice programs I have attended as a principal (or assistant principal) generally have been:

(X = 1.918 SD = .554)

of great value	of some value	of little value	of no value	haven't taken any	NR
19.7%	68.9%	11.5%	0%	0%	0%

50. The district administration supports inservice for principals:

(X = 1.793 SD = .774)

strongly agree	agree	no opinion	disagree	strongly disagree	NR
34.4%	53.3%	5.7%	4.9%	0%	.8%

SURVEY OF WISCONSIN TEACHERS

State Superintendent's Task Force on Teaching
and Teacher Education
June, 1983

1. Years of teaching experience:
   Range = 0-19 years
   Mean = 2.826 years
   Mode = 2 years

2. Year first teaching license received:
   Range = 1962-1983
   Mean = 1979
   Mode = 1980

3. Area of first teching license:

Spec. Educ.	26.5%
Indust. Educ.	3.0%
Science/Math	6.4%
S.S./L.A.	9.5%
Other	54.6%

4. State in which initial training recieved:
   Wisconsin = 217
   Other = 47

5. Number of education credits beyond certification requirements:
   Range = 0-113
   Mean = 24.299
   Mode = 0

6. School setting:
   (1) Urban = 23.1%
   (2) Suburban = 14.8%
   (3) Rural = 58.0%
   (4) NR = 4.2%

   Range = 1-3
   Mean = 2.364
   Mode = 3

7. Grade levels in the school:
   (1) Elem. = 25.4%
   (2) JHS/Mid. = 21.6%
   (3) Sr. H.S. = 27.3%
   (4) Elem./JHS = 6.1%
   (5) JHS/SHS = 8.3%
   (6) K-12 = 10.2%

   Range = 1-6
   Mean = 2.808
   Mode = 3.0

8. School enrollment:

(1) 100-299 = 18.9%
(2) 300-599 = 42.8%
(3) 600-899 = 13.2%
(4) 900+ = 13.3%
NR = 6.8%

Range = 1-4
Mean = 2.276
Mode = 2.000

9. How adequately were you prepared for your first year of teaching?

(X = 2.372 SD = .959)

Very Adequately				Very Inadequately	NR
16.3%	42.4%	28.0%	9.5%	2.3%	1.5%

10. Generally, how adequately are recent graduates of teacher education programs prepared for the first year of teaching?

(X = 2.774 SD = .778)

Very Adequately				Very Inadequately	NR
3.8%	27.7%	52.7%	11.4%	1.5%	2.9%

11. Approximately how many total pre-student-teaching hours of field experience (actually in schools) did you have in your teacher preparation program?

(X = 2.891 SD = 1.221)

NONE	1-10	11-35	36-75	Over 75	NR
3.8%	12.1%	19.3%	18.2%	44.3%	2.3%

12. How important were your pre-student-teaching field or clinical experiences in the schools to your development as a teacher?

(X = 2.048 SD = 1.279)

Very Important				Very Unimportant	NR
46.2%	20.8%	10.2%	11.7%	5.7%	5.4%

13. In your initial preparation, did you

81.4% student teacher or 12.1% intern?
Both = 4.5% NR = 2.0%

14. How many weeks long was your student teaching/internship experience?

Range = 6-54 Mode = 18, followed by 9, 16, 8, 12

15. During your student teaching/internship experience, approximately how many weeks were you totally responsible for classroom instruction?

Range = 0-30 Mode = 8

16. How important was your student teaching/internship experience for your success as a first year teacher?

(X = 1.643 SD = .989)

Very Important				Very Unimportant	NR
59.1%	23.9%	8.0%	4.2%	2.7%	2.2%

17. How important was the instructional support of the college supervisor during your student teaching/internship experience?
(X = 2.718 SD = 1.327)

Very Important				Very Unimportant	NR
22.7%	23.9%	21.6%	18.2%	11.7%	1.9%

18. How important was the instructional support of the supervising teacher during your student teaching/internship experience?
(X = 1.78 SD = 1.139)

Very Important				Very Unimportant	NR
55.7%	23.[illegible]%	9.1%	4.9%	4.5%	2.3%

19. How important was the instructional support of the other student teachers/interns during your student teaching/internship experience?
(X = 2.774)

Very Important				Very Unimportant	NR
18.6%	25%	26.5%	14.4%	12.9%	2.6%

20. How important was the instructional support of the teachers (other than cooperating teachers) in the school during your student teaching/internship experience?
(X = 2.725 SD = 1.132)

Very Important				Very Unimportant	NR
15.2%	29.2%	28.8%	20.1%	6.1%	.6%

21. How important was the instructional support of the school principal/administrators during your student teaching/internship experience?
(X = 3.267 SD = 1.264)

Very Important				Very Unimportant	NR
10.2%	18.2%	26.1%	24.2%	20.5%	.8%

PLEASE INDICATE THE DEGREE TO WHICH YOU THINK EACH OF THE FOLLOWING WILL AID IN THE PREPARATION OF TEACHERS?

22. Diagnostic testing early in the student's college career and placement in appropriate advanced or remedial classes.
(X = 2.192 SD = .825)

Very Helpful	Helpful	No Difference	Detrimental	Very Detrimental	NR
17.4%	51.9%	23.1%	4.9%	31.1%	1.6%

23. Clinical or field experience in the schools early in the student's education program and before student teaching.
(X = 1.42 SD = .672)

Very Helpful	Helpful	No Difference	Detrimental	Very Detrimental	NR
65.2%	28.8%	3.4%	1.5%	.4%	.7%

24. A major in the academic area(s) to be taught required of secondary teachers.

(X = 1.737 SD = .777)

Very Helpful	Helpful	No Difference	Detrimental	Very Detrimental	NR
40.9%	43.6%	9.5%	1.9%	.8%	3.3%

25. A major in an academic subject required of elementary teachers.

(X = 2.488 SD = .828)

Very Helpful	Helpful	No Difference	Detrimental	Very Detrimental	NR
11.4%	35.6%	40.5%	8.3%	.4%	3.8%

26. Closer supervision and assistance by carefully selected cooperating teachers who receive release time and monetary compensation for working with student teachers/interns.

(X = 1.742 SD = .805)

Very Helpful	Helpful	No Difference	Detrimental	Very Detrimental
43.2%	43.6%	10.2%	1.9%	1.1%

27. Greater communication, closer supervision and more "on-the-job" instruction involving the university supervisor and the student teacher/intern.

(X = 1.830 SD = .788)

Very Helpful	Helpful	No Difference	Detrimental	Very Detrimental
36.7%	47.0%	13.6%	1.9%	.8%

DO YOU FAVOR OR OPPOSE THE FOLLOWING SUGGESTIONS FOR ASSURING THE QUALITY OF WISCONSIN TEACHERS?

TESTING TEACHERS PRIOR TO INITIAL CERTIFICATION FOR:

28. Basic Skills (at a level expected of teachers).

(X = 2.03 SD = 1.057)

Strongly Favor	Favor	No Opinion	Oppose	Strongly Oppose	NR
33.3%	46.6%	8.3%	7.2%	4.5%	.1%

29. Knowledge of academic subject area(s) (at a level expected of teachers).

(X = 2.00 SD = 1.015)

Strongly Favor	Favor	No Opinion	Oppose	Strongly Oppose	NR
39.8%	41.7%	7.6%	8.0%	2.7%	.2%

30. Teaching skills (organizing, planning, knowledge of pedagogy at a level expected of teachers).

(X = 2.065 SD = 1.084)

Strongly Favor	Favor	No Opinion	Oppose	Strongly Oppose	NR
33.3%	43.9%	9.5%	8.3%	4.5%	.5%

PLEASE REACT TO THE FOLLOWING ITEMS CONCERNING ADVANCED TRAINING AND SUPPORT FOR NEW TEACHERS.

31. A 5th year of University/college instruction within a University/college setting.

(X = 3.416 SD = 1.096)

Strongly Favor	Favor	No Opinion	Oppose	Strongly Oppose	NR
4.9%	15.5%	25.4%	38.3%	14.8%	1.1%

32. Additional University/college instruction and assistance in conjunction with the first year of teaching (on the job staff development).

(X = 2.863 SD = 1.196)

Strongly Favor	Favor	No Opinion	Oppose	Strongly Oppose	NR
12.5%	32.6%	18.6%	27.3%	8.3%	.7%

33. A period of probationary licensure or certification for new teachers.

(X = 2.985 SD = 1.192)

Strongly Favor	Favor	No Opinion	Oppose	Strongly Oppose
8.0%	36.4%	16.2%	28.0%	11.4%

34. Involvement of "master teachers" in the evaluation and certification of probationary teachers.

(X = 2.954 SD = 1.175)

Strongly Favor	Favor	No Opinion	Oppose	Strongly Oppose	NR
8.3%	34.8%	20.5%	25.0%	11.0%	.4%

35. Greater teacher involvement in decision-making related to curriculum and staff development.

(X = 1.719 SD = .669)

Strongly Favor	Favor	No Opinion	Oppose	Strongly Oppose	NR
37.9%	53.6%	6.4%	1.1%	.4%	.4%

THE ESTABLISHMENT OF A "MASTER TEACHER" CATEGORY WHICH:

36. Includes teachers in the selection of "master teachers."
(X = 2.525 SD = 1.025)

Strongly Favor	Favor	No Opinion	Oppose	Strongly Oppose	NR
13.3%	42.4%	25.4%	13.6%	4.2%	1.1%

37. Pays "master teachers" more than their normal salary on the salary schedule.
(X = 2.435 SD = 1.162)

Strongly Favor	Favor	No Opinion	Oppose	Strongly Oppose	NR
21.6%	37.1%	19.3%	14.4%	5.7%	1.9%

38. Defines the responsibility of "master teachers" to include providing assistance to inexperienced probationary teachers.
(X = 2.342 SD = 1.022)

Strongly Favor	Favor	No Opinion	Oppose	Strongly Oppose	NR
18.2%	45.1%	20.1%	11.7%	3.0%	1.9%

39. Defines the responsibility of "master teachers" to include assisting in curriculum development.
(X = 2.229 SD = .933)

Strongly Favor	Favor	No Opinion	Oppose	Strongly Oppose	NR
18.2%	50.4%	18.2%	8.7%	1.9%	2.6%

40. Defines the responsibility of "master teachers" to include extended employment.
(X = 2.754 SD = .925)

Strongly Favor	Favor	No Opinion	Oppose	Strongly Oppose	NR
6.4%	30.3%	40.9%	14.0%	3.4%	5.0%

41. Defines the responsibility of "master teachers" to include assisting in inservice and staff development.
(X = 2.328 SD = .883)

Strongly Favor	Favor	No Opinion	Oppose	Strongly Oppose	NR
12.9%	50.4%	25.0%	7.6%	1.9%	2.2%

CONTINUING EDUCATION AND INSERVICE:

42. The continuing education (college credit) courses I have taken since receiving my initial degree and certification have for the most part been:

(X = 2.950 SD = 1.563)

Of great value	Of some value	Of little value	Of no value	Haven't taken any	NR
18.6%	32.2%	13.3%	1.9%	31.8%	2.2%

43. The district sponsored inservice programs I have attended generally have been:

(X = 2.676 SD = .985)

Of great value	Of some value	Of little value	Of no value	Haven't taken any	NR
6.4%	42.4%	31.1%	13.6%	5.3%	1.2%

44. My building principal supports inservice for teachers.

(X = 2.122 SD = .963)

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	NR
23.9%	50.8%	14.8%	6.4%	3.0%	1.1%

APPENDIX D.

Trends in Requirements for Admission to Teacher Certification Programs at Wisconsin's Public and Private Institutions of Higher Education, 1979-80 and 1982-83

TRENDS IN REQUIREMENTS FOR ADMISSION TO TEACHER CERTIFICATION PROGRAMS AT WISCONSIN'S PUBLIC AND PRIVATE INSTITUTIONS OF HIGHER EDUCATION
1979-80 and 1982-83

Prepared for the State Superintendent's Task Force
on Teaching and Teacher Education

I. The mean overall grade-point average (GPA) required for admission to teacher certification programs by public and private colleges and universities.

	1979-80		1982-83	
	GPA*	Range	GPA**	Range
PUBLIC	2.26	2.0 - 2.5	2.38	2.15 - 2.5
PRIVATE	2.16	2.0 - 2.5	2.27	2.0 - 2.5

*Includes 9 of 13 public universities and 10 of the 19 private colleges/universities.

**Includes 12 of 13 public universities and 14 of 18 private colleges/universities.

II. The changes in mean grade-point average (GPA) of 9 public universities and 8 private colleges/universities.

	1979-80		1982-83		Mean △
	GPA	Range	GPA	Range	GPA 1979-80 to 1982-83
PUBLIC	2.26	2.0 - 2.5	2.37	2.15 - 2.5	+.11
PRIVATE	2.13	2.0 - 2.5	2.29	2.0 - 2.5	+.16

III. Other requirements for admission to teacher certification programs including those public and private institutions not using grade-point average. The examples below are used by one or more institutions.

1979-80

Requirements

Public
- good standing
- collegiate skills--competence examination
- requirements varying according to certification program
- English proficiency as determined by the Department of English

Private
- entrance test of writing, mathematics, and reading literacy
- successful completion of two semesters of field experience
- three consecutive semesters in good standing
- recommendation from advisor

1982-83

Public
- clinical experience in teaching
- writing test
- collegiate skills--competence examination
- proficiency examination in English, mathematics, social studies, and science (elementary)
- mathematics and English competency
- approval of teacher education committee
- approved human relations plans

Private
- successful completion of two semesters of field experience--demonstrated competencies in basic areas
- twenty hours of tutoring and twenty hours of teacher aid work in public schools with satisfactory recommendations from cooperating teachers
- Score of 25th percentile on McGraw-Hill reading test or at least a "C" in the mathematics workshop course
- competence in English composition and speech
- certification in mathematics proficiency
- write a satisfactory essay of at least 300 words with no more than five errors in both grammar and content

APPENDIX E.

Admission, Retention and Graduation Requirements of
Wisconsin Teacher Training Institutions, November 1, 1983

ADMISSION, RETENTION, AND GRADUATION REQUIREMENTS OF WISCONSIN TEACHER TRAINING INSTITUTIONS

NOVEMBER 1, 1983

INSTITUTION/DEAN/CHAIRPERSON-TEACHER EDUCATION	ADMISSION, RETENTION, GRADUATION REQUIREMENTS		
	Admission to Teacher Certification Program	Admission to Student Teaching	Prior to Certification
University of Wisconsin -Eau Claire Rodney Johnson	- 2.5 GPA or minimum of 40 credits exclusive of courses with an education prefix. - Completion of English 102, 110, or 114 (English Composition) with grade of "C" or better. - English Competency Exam - Clearance from Communication/Arts Department of serious speech defects or Communication 101 or 202. - Good academic standing.	2.50 Overall GPA 2.50 minimal GPA in major/minors 90 credits completed prior to field experience. Good academic standing. Approval of major and minor departments. Approval of appropriate education department.	English proficiency examination. Degree program.
University of Wisconsin -Green Bay James W. Busch	- Good standing UW-Green Bay student. - Completion of approved general academic & certification plans. - Freedom from mental/psychological impairment. - 2.50 cumulative GPA. - 45 completed credits. - Mathematics and English competency.	2.5 GPA overall-senior standing. 2.5 GPA professional education sequence. 2.5 GPA in certification major/minor courses. Freedom from mental/psychological impairment.	Written recommendation of cooperating teacher and university supervisor. Review of student file with advisor.
University of Wisconsin -La Crosse Howard Rose	- GPA 2.25 overall. - Completion of 48 credits. - Proficiency examinations in English, Math, Social Studies & Science (elementary), and English only (secondary). - Written Composition Tests. - B grade in English and Speech or 2nd course if "C".	GPA 2.35 overall and major. Interning 2.75. Completion of all methods courses. GPA 2.5 for Health Education majors.	Passing of all competency tests. Statutory requirements.
University of Wisconsin -Madison John R. Palmer	- General admissions requirements (upper 50% of high school class and 16 academic units). - Appropriate credits per year/cumulative GPA 2.5 on all credits taken (usually 43-54).	Successful completion of writing skills standard, speech activity, and pre-practicum experience/all methods courses. Interviews & recommendations. Major GPA stipulations.	Recommendation of Method Proficiency. Human Relations Code. Required course work. Degree requirements.

INSTITUTION/DEAN/CHAIRPERSON-TEACHER EDUCATION	ADMISSION, RETENTION, GRADUATION REQUIREMENTS		
	Admission to Teacher Certification Program	Admission to Student Teaching	Prior to Certification
University of Wisconsin -Milwaukee Michael J. Stolee	- Admissions requirements of school. - GPA 2.5 based on minimum of 58 credits. - Student's report on reasons for choosing teaching & experience with children. - English proficiency as determined by English Department. - Written recommendation. - Communication competency. - Math proficiency.	Admission to School of Education. Satisfactory standing in School of Education - No F's or I's. Department prerequisites for student. Health clearance.	Degree requirements - 128 credits. 2.5 cumulative GPA. Human Relations Code requirements. Approval by student's department or program faculty. Grade of "C" or better in student teaching.
University of Wisconsin -Oshkosh Roger V. Bennett	- Clinical experience in teaching (Jr.). - 45 credits. - 2.25 cumulative GPA overall.	Completion of 75 credits. GPA 2.50 major field 2.50 professional education 2.25 minor field/cumulative Successful completion of clinical experience. Approved plan filed for Human Relations.	Degree program. "C" in English Composition.
University of Wisconsin -Parkside Dwayne Olsen	- Criteria for entrance to Parkside. - Collegiate Skills Competence Examination. - Completion of Petition for Admission.	Successful completion of field experience. Overall GPA of 2.75. Education GPA of 2.75. Major GPA of 2.75. Recommendation of education faculty and major discipline faculty. English/grammar proficiency. 2/3 of major coursework (elem.). 3/4 of major coursework (sec.). After 60 credits (15 in Ed.), review by education advisor. T.B. test.	Human Relations. Degree/major requirements.

INSTITUTION/DEAN/CHAIRPERSON-TEACHER EDUCATION	ADMISSION, RETENTION, GRADUATION REQUIREMENTS		
	Admission to Teacher Certification Program	Admission to Student Teaching	Prior to Certification
University of Wisconsin -Superior Robert Krey	- Overall GPA of 2.3. - GPA in major of 2.3. - Grade of "C" or better in 1 year of English/basic speech communication/ basic math course (Elementary majors only). - Successful completion of Teacher Education 200. - Recommendation of student's advisor. - Recommendation of Director of Student Life and Services. - Health certificate on file. - Approved Human Relations Plans.	Student Review Board. Admission to Teacher Education one quarter prior to admission to student teaching. 128 earned quarter credits. 2.30 or better GPA overall. Minimum of 2.3 GPA in major field. Completion of required methods courses. Interview with student teaching director. Written recommendation by 3 faculty members to include chairman of student's major and member of teacher education program faculty. Interview with cooperating principal and teacher(s). Successful completion of basic communication competencies.	Completion of DPI approved degree program.
University of Wisconsin -Whitewater Lewis Stoneking	- Overall GPA of 2.15. - "C" or better in English & speech.	Completion of 86 credits. Overall and major GPA of 2.25 (also in minor).	Completion of Reading/Human Relations Requirements College Core. 2.40 GPA. Satisfaction of department writing requirement. One full semester of student teaching.
Alverno College -Milwaukee Sister Mary Ann Radomski	- Alverno entrance test (measures writing, speaking, listening, math, reading and computer literacy). - Appointment to Professional Program. - 2 semesters of field experience. - Recommendations/completion of Integrated Seminar. - Demonstrated ability in competence and discipline areas.	4 semesters of field experience (1 with another culture). Recommendations. Other courses.	Successful completion of student teaching. Degree requirements.

	ADMISSION, RETENTION, GRADUATION REQUIREMENTS		
INSTITUTION/DEAN/CHAIRPERSON-TEACHER EDUCATION	Admission to Teacher Certification Program	Admission to Student Teaching	Prior to Certification
University of Wisconsin -Platteville James C. Stoltenberg	- GPA of 2.40-cumulative at end of freshman year. - Grade of "C" in English composition and public speaking courses. - Approval of Teacher Education Committee.	Overall GPA of 2.50 or better. GPA of 2.50 in major/minor. Recommendation of major/minor department & Teacher Education Committee. Fulfill all other program pre-requisites.	Exit review.
University of Wisconsin -River Falls Daniel Brown	- 2.25 overall GPA. - 2 satisfactory scores on English placement and reading and mathematics. - Satisfactory score on a specific writing test. - Passing grades in English 113, Speech 130, Education 211, 212. - Unqualified recommendation from Department of Education entrance committee. - Recommendation from 2 or more faculty. - Clearance from Dean of Students office.	Admission to Teacher Education. Successful completion of all techniques courses. 2.50 overall GPA. Written recommendation of one education professor (one techniques professor if secondary). Junior standing-third quarter.	Degree completion.
University of Wisconsin -Stevens Point Russell L. Oliver	- 2.5 cumulative GPA. - GPA of 2.5 in English 101, 102 (a "D" in either course is not acceptable). - Completion of math with a C+ or better, or advanced placement for 102 or higher. - Completion of the Nelson-Denny Reading Test at the 50th percentile. - Completion of the STEP Listening Test at the 50th percentile. - Personal interview. - Speech and hearing test.	Admission to Professional Education. 2.5 cumulative GPA. 2.5 GPA in major and minor (Secondary Education only). Completion of methods courses. Recommendation of department/school. Medical statement indicating student is free from T.B. Satisfactory completion of 2 WE (English) classes. Satisfactory writing sample. C+ or better in Communications 101.	None listed.
University of Wisconsin -Stout David Sabatino	- Varies according to certification.	Overall GPA 2.25. English composition/speech proficiency.	None.

INSTITUTION/DEAN/CHAIRPERSON-TEACHER EDUCATION	ADMISSION, RETENTION, GRADUATION REQUIREMENTS		
	Admission to Teacher Certification Program	Admission to Student Teaching	Prior to Certification
Beloit College -Beloit Thomas Warren	- Overall GPA 2.00	Admitted to student teaching at the time of acceptance into the BA or MAT Programs.	Clinical experience. Student teaching. Internship.
Cardinal Stritch College -Milwaukee Patricia Magestro	- GPA to 2.50 - Admission to Ed. 100 under College Criteria. - Admission to Adv. Prof. Sem. (end of sophomore year) (approved by Teacher Ed.). - Successful completion of Decision Making Seminar with recommendation from faculty - Successful completion of 2 semesters of field experience. - Overall and major GPA 2.50/satisfactory grade on English Proficiency Test/satisfactory completion of basic English/speech.	Overall and major GPA of 2.5. Math proficiency (elementary majors). Recommendation of Field Experience Coordinator and Curriculum Instructor. Approval of Teacher Education Committee. 4 semesters of field experience (1 in another culture).	Final seminar in Human Relations. Human Relations Paper. Degree requirements. Student teaching.
Carroll College -Waukesha Patricia L. Schwanke	- Formal application submitted at end of freshman year. - Acceptance based upon good academic standing of 2.5 or above. - Recommendations from three designated persons.	Satisfactory physical and emotional health. GPA 2.50 or above, 3.0 average in major. Application to Student Teaching Program and formal departmental approval. Minimum of 2.0 in field experiences. Completion of designated courses.	Successful completion of student teaching with grade of C or better. Endorsement of college supervisors. Completion of approved program.
Carthage College -Kenosha Sue Hart	- By application. - 2.0 overall GPA. - 2.5 in major. - Recommendation from 3 faculty. - Approval of Academic Life Committee and the Education Department.	Review and reconsideration of items listed under: Admission to Teacher Certification Program. Evidence of ability to work with children or youth as shown in the teacher aid experiences.	Human Relations requirements.

	ADMISSION, RETENTION, GRADUATION REQUIREMENTS		
INSTITUTION/DEAN/CHAIRPERSON-TEACHER EDUCATION	Admission to Teacher Certification Program	Admission to Student Teaching	Prior to Certification
Concordia -Milwaukee Lawrence Sohn	- Admission to Professional Program (end of sophomore year). - 2.50 GPA. - Certification in English Language Proficiency. - Written essay. - Certification in math proficiency. - Completion of Pre-Professional Program (120 + hours). - Evidence of Physical Exam Form. - Approval by Teacher Ed. committee. - Participation in Decision Making Seminar.	2.50 GPA	Successful completion of student teaching. Approval of Teacher Education Committee.
Edgewood College -Madison Sister Nancy Rae Reisdorf	- Apply for admission to teacher education. - Screening committee of 3 faculty members for admission. - 2.5 cumulative GPA. - Demonstrated ability in working with children or youth as shown in a practicum evaluation. - Demonstrated competence in English composition and speech.	Completion of 100 hours of practicum (working with children or youth). Recommendations of methods course instructors. Screening committee of 3 education faculty for admission to student teaching. English, foreign languages and science majors = 3.0 cumulative GPA. Elementary education majors = 2.5 cumulative GPA.	Human Relations.
Lakeland College -Sheboygan Eileen Hilke	- 2.0 overall GPA. - Recommendation of 2 faculty outside of Education. - Successful completion of writing course. - Score of 25th percentile on McGraw-Hill reading test or at least a "C" in the course, Developmental Reading. - ACT score of 15 on math or SAT score of 420 or at least a "C" in the Math Workshop Course.	Approval of Screening Committee. GPA cumulative 2.0. GPA 2.5 in professional sequence. Speech requirement. Writing requirement (passing top level writing course).	Complete approved education program & successful student teaching.
Lawrence University -Appleton Kenneth Sager	- Clearance by a teacher education committee. - Generally 2.5 GPA.	Clearance by a teacher education committee. 2.5 GPA.	Successful completion of degree program.

	ADMISSION, RETENTION, GRADUATION REQUIREMENTS		
INSTITUTION/DEAN/CHAIRPERSON-TEACHER EDUCATION	Admission to Teacher Certification Program	Admission to Student Teaching	Prior to Certification
Mount Senario -Ladysmith Nibondh (Nick) Thaipanich	- Complete at least 30 credit hours. - Cumulative honor point average of 2.0. - Complete course, Introduction to Education. - "C" or better in introductory composition courses. - Health & physical fitness as evidenced by school health records.	Prior acceptance into Teacher Education. Completion of 90 semester courses in proper sequence. Completion of specified prerequisite professional education courses. Cumulative honor point average of 2.0 or above. Honor point average of 2.5 or above in the major. An approved health record. Recommendation from the student's advisor. Completion of proficiency requirements in writing and speech ("C" or better in composition & speech courses).	Degree completion.
Northland College -Ashland Lucille Eckels	- Complete at least 2 education courses (Educational Psychology and Human Growth & Development) with at least a "C" average. - 20 hours of tutoring & 20 hours of teacher aide work in public schools with satisfactory recommendations from cooperating teachers. - Satisfactory progress on Human Relations Requirements. - Writing skills. - 2.0 cumulative GPA. - Recommendation from department chair in the major field.	Complete all coursework. 2.0 cumulative GPA. Admission to Ed. Program. Satisfy standards of health, personality and character established by the college. Be acceptable to teacher and administrator of cooperating school. At least a "C" in all methods courses.	Human Relations Requirements. Degree program.
Ripon College -Ripon Larry H. Miller	- Major GPA 2.3-2.6. - Ed. GPA 2.3 or better. - NTE (intro. core). - Ed. 200 Teacher Evaluation. - Staff interview. - Recommendation from major advisor.	Major. Professional education GPA 2.3 or better. Methods and clinical experience. Staff observation.	Major. 2.67 or better in student teaching for department certification. Three clinical experiences. Recommendation from cooperating teacher(s). Human relations component.

	ADMISSION, RETENTION, GRADUATION REQUIREMENTS		
INSTITUTION/DEAN/CHAIRPERSON-TEACHER EDUCATION	Admission to Teacher Certification Program	Admission to Student Teaching	Prior to Certification
Marian College -Fond du Lac Sister Deborah Golias	- 3 consecutive semesters at Marian in good standing. - Recommendation from advisor. - Record of adequate health from health authorities. - Satisfactory recommendations from supervisors of clinical field experience. - Adequate score on Preservice Teacher Perceiver Interview. - 2.0 cumulative GPA.	GPA of 2.5. Adequate completion of field experience. Recommendation from advisor. Adequate progress on results of Preservice Teacher Perceiver Interview (which assesses aptitude for teaching). Record of adequate health from health authorities.	At least B- in student teaching. Degree program. Adequate scores on the three core batteries of the National Teacher's Exam.
Marquette University -Milwaukee Rev. Thomas C. Hennessy	- Acceptance by one of colleges (elementary students must earn an academic major. - 2.5 GPA. - Recommendation by professor of Human Growth & Development course. - Interview with Associate Director of Teacher Education.	2.50 in academic area. Recommendation of academic dept. (Secondary). Recommendation of methods professor (Elementary). Evaluation from clinical experience. 2.50 in professional sequence courses.	Successful completion of student teaching. Successful completion of academic coursework.
Mount Mary College -Milwaukee Irene Schey	- Admission by action of Teacher Education Committee. - 2.50 cumulative GPA. - 2.50 major/minor GPA. - Pass Basic Competency Test in English (Missouri College English Test) - Stanine of 5 to pass. - Write a satisfactory essay of at least 300 words with appropriate organization and no more than 5 mechanical errors. - Satisfactory written recommendations from Mount Mary College faculty members who have had the student in class. - Health examination.	Communication skills. Satisfactory physical and mental health. Recommendation from faculty members in Educ. Dept. Completion of 96 credits. Missouri College English Test. Health Examination. Elementary Education and Early Childhood Education students must pass Comprehensive Test of Basic Skills. To pass, student must be in stanine 5 in each of the following: Reading Vocabulary, Reading Comprehension, Spelling, Language Mechanics, Language Expression, Mathematics Computation, Mathematics Concepts and Applications, Science and Social Studies.	Program completion.

	ADMISSION, RETENTION, GRADUATION REQUIREMENTS		
INSTITUTION/DEAN/CHAIRPERSON-TEACHER EDUCATION	Admission to Teacher Certification Program	Admission to Student Teaching	Prior to Certification
St. Norbert College -DePere Sister Sally Ann Brickner	- Standards being revised.		
Silver Lake College -Manitowoc Sister Alexa Rollmann	- Vision, speech, hearing screening tests. - GPA of at least 2.5. - Approval of Teacher Education Committee. - Personal interview with director of teacher education. - Recommendation of major/minor departments. - Pre-service perceiver interview.	Completion of general education requirements. Program in major/minor. Personal interview/Recommendation of Teacher Education Committee. Completion of all coursework. 3.0 cumulative GPA. Successful completion of sophomore & junior level field experiences.	At least a B in student teaching Degree requirements.
Viterbo College -La Crosse Sister Mildred Tigges	- GPA of 2.3. - Signature of English and speech instructors. - Signature of other faculty members and health proficiency. - Recommendation from major department head. - Approval of Teacher Education Committee.	GPA of 2.5 in major, minor, field of concentration. GPA of 2.3 in Education courses. 150 clock hours of field experience. Exhibits enthusiasm for teaching. Approved by Teacher Education Committee.	Full semester of student teaching in all areas. Human relations requirements. Special education course requirement. Minimum of 128 credits. English proficiency test.

November, 1983

Prepared for the State Superintendent's Task Force
on Teaching and Teacher Education

APPENDIX F.

Credit Distribution Requirements For Elementary and Secondary Education Majors at State-Supported and Privately Supported Wisconsin Colleges/Universities

CREDIT DISTRIBUTION REQUIREMENTS FOR ELEMENTARY AND SECONDARY EDUCATION MAJORS AT STATE-SUPPORTED WISCONSIN UNIVERSITIES

November 1, 1983

Elementary	U.W. Eau Claire	U.W. Green Bay	U.W. LaCrosse	U.W. Madison	U.W. Milwaukee	U.W. Oshkosh	U.W. Parkside
General Education	46	30	42	36	24	42	28-48
Education Course Credits	30	29	37	33	49	35	41-47
Student Teaching	7-14	8-12	10	10	8-10	5	8-14
Minor	24	30-36 D	22	12 C	24 C	24	32-40
Other Credits	14-21	17-27	17	39	19-21	21	7-24
Total Credits	128	124	128	120	128	128	120

Secondary	U.W. Eau Claire	U.W. Green Bay	U.W. LaCrosse	U.W. Madison	U.W. Milwaukee	U.W. Oshkosh	U.W. Parkside
General Education	46	30	42	36	24	42	28-42
Education Course Credits	21	13	23-26	22-27	26	26	31-38
Student Teaching	7-8	8-12	10	7-8	10	6-8	8-14
Major/Minor	60	34-59	52-60	34-54	56	54-60	34-60
Other Credits		8-37	0-1		12	0	0-20
Total Credits	128	124	128	120	128	128	120

A - River Falls and Superior are on a quarter system
B - Not required
C - Area of concentration
D - Major
E - Required academic courses
F - Programs in Art Education, Counseling and Personnel Services, Special Education, Vocational Rehabilitation, and Psychology, etc.

Elementary	U.W. Platteville	U.W. River Falls	U.W. Stevens Point	U.W. Stout	U.W. Superior	U.W. Whitewater
General Education	43-44	48	46-51		43	42
Education Course Credits	49	51	45		53	29
Student Teaching	8	15	15		16	10-12
Minor	6-24 C	35 E	15 C		30-51	22
Other Credits	3-22	43	9-14		39-50	23-25
Total Credits	128	192	130		192	120
Secondary						
General Education	43-44	48	48-55	44-70	43	42
Education Course Credits	21	21	16	20	17-20	21-28
Student Teaching	8	10-16	13-16	6-8	16	10-12
Major/Minor	60	81-102 E	56	40-62	81-84	56
Other Credits	0	5-32	0	0-20	29-35	0
Total Credits	128	192	124	130-135	192	120

CREDIT DISTRIBUTION REQUIREMENTS FOR ELEMENTARY AND SECONDARY EDUCATION MAJORS AT PRIVATELY-SUPPORTED WISCONSIN COLLEGES/UNIVERSITIES

November 1, 1983

Elementary	Alverno	Beloit	Cardinal Stritch	Carroll	Carthage	Concordia	Edgewood	Lakeland	Lawrence
General Education	55-60	44	46-50	50-58	52	50	54	52	53 1/3
Education Course Credits	44-45	38	43-48	43-47	48-54	40	36	48	33 1/3
Minor	30-51	34	18-22	20 C	B	18	B	20-24	
Student Teaching	8-10	8	9	12	8-12	10	8-14	12	8
Other Credits	L	L	10	12		0	16-22	0	33 1/3 - 37 1/3 O
Total	128	124	128	137-149	126	126	120	128	120 N

Secondary	Alverno	Beloit	Cardinal Stritch	Carroll	Carthage	Concordia	Edgewood	Lakeland	Lawrence
General Education	45-50	52	46-50	50-58	52	50 M	54	48	64
Education Course Credits	21-23	30	25	33-35	20	20	18-24	24	22 2/3
Major/Minor	56	34	34 D	32-40	36-60	34-56	36 D	32 D	33 1/3 - 37 1/3
Student Teaching	6-8	8	8-9	12	8	8	8-10	8-12	8
Other Credits	L	L	10	4-8	0-12	0-14	0-12	36	0
Total	128	124	128	132-141	128	126	120	128	120

B - Not required
C - Support area - area of concern
D - Major
E - Required Academic Courses
H - Marian offers a secondary minor only of 24 credits
J - Refers to number of courses rather than credits
K - Lawrence is on a 3-term system
L - Alverno and Beloit award credit in units
(4 hours of class per week)

M - Secondary Education Program in Cooperation with Cardinal Stritch College
N - June, '84, end of elementary program
O - Academic Major
P - Includes some credits applicable to the major and/or minor
Q - If no minor

Elementary	Marian	Marquette	Mount Mary	Mount Senario	Northland	Ripon	St. Norbert	Silver Lake	Viterbo
General Education	48	30-36 D	48 P	54	42	40-45	48	48	44
Education Course Credits	36	25	31	31	44	46	42	45/47	39
Minor	24	48-62 E	24-36	22	22+	0	24	22-24	18-22
Student Teaching	12	9	8	8	8-16	10	8	8/10	8
Other Credits	8	0-16	24	12	20-28 Q	0	6	0-5	23
Total	128	128-132	128	128	124+	124	128	128	128+

Secondary									
General Education	48	68+ E	48	46	42	40-45	48	48	44
Education Course Credits	17	15	16	21	21	31	18	20	18
Major/Minor	52 H	34-50+ D	34-62 22-24	34-54	34-56	54/34/22	36-54	56-62	34-56 15-25
Student Teaching	9	8	8	8	8-12	10	8	8/10	8
Other Credits	2	3-25	0	0-19	0-19			---	4
Total	128	128-144+	128	128	124+	124	128	128	128+

Prepared for the State Superintendent's Task Force
on Teaching and Teacher Education

APPENDIX G.

Student Teaching and Field Experience Requirements of Selected Public and Private Wisconsin Teacher Training Institutions

STUDENT TEACHING AND FIELD EXPERIENCE REQUIREMENTS OF SELECTED PUBLIC AND PRIVATE WISCONSIN TEACHER TRAINING INSTITUTIONS

November 1, 1983

A telephone survey of eighteen public and private teacher training institutions in Wisconsin was conducted during the first two weeks of March 1983. The original survey information was reviewed and updated by each institution to reflect their programs as of November 1, 1983. Following are some conclusions drawn from the survey:

-- The institutions surveyed reported a wide range of regional hours in pre-student teaching field experiences.

-- Pre-student teaching field experience requirements are increasing.

-- Field experiences are included as part of course requirements.

-- The length of the student teaching experience varies from 8 to 18 weeks. Variables affecting length include length of semester at the institution, secondary or elementary experience, whether or not course work is included in the student teaching semester, and length of student teaching day (1/2 or full day).

-- While several institutions suggest preferences for a minimum number of hours to be taught by the student teacher, there are no minimum requirements.

-- Several of the institutions require a seminar concurrent with student teaching.

-- Student teachers earn from 6-16 credits for the experience.

-- Student teaching grades are officially assigned by the -- college or university and are either a letter grade, pass/fail, satisfactory/unsatisfactory, or written evaluation. Cooperating teachers have an important role in the evaluation process.

-- Some institutions evaluate student teachers on a list of specific competencies.

-- Institution supervisors make on-site visits a minimum of 3-8 times.

-- Student teachers are discouraged from taking other course work while student teaching.

-- Department of Public Instruction guidelines are followed in the selection of cooperating teachers. A considerable amount of informality surrounds this process.

-- Cooperating teachers receive an honorarium of from $25 to $100 per student teacher.

-- Several schools stated an increased student interest in attaining additional certification through the completion of a double major or a minor.

Prepared for the State Superintendent's Task Force
on Teaching and Teacher Education

SURVEY OF STUDENT TEACHING & OTHER FIELD EXPERIENCES

WISCONSIN TEACHER TRAINING INSTITUTIONS*

Institution - Field Experience Official	Field Experiences Prior to Student Teaching	Student Teaching
UW-LaCrosse Dr. William Schmidt 11-1-83	Sophomore year - Elementary and secondary students are required to have at least 30 hours of work in schools (mostly teacher aide work). Junior year - secondary general methods classes require 30 hours of work in schools (small group work, tutoring, limited full class instruction, etc.). Secondary special methods courses require 10-14 hours of work in schools. Elementary students spend half days in schools for 2 weeks. In the junior or senior years 14-24 hours are required for working with special needs students (mainstreamed, gifted, etc.). Elementary students spend 10-20 hours in schools working with individual students as part of a Reading Clinic Course. Most students have 65-100 field experience hours completed before entering student teaching. All of the above experiences are considered parts of course requirements. They count in the final course grades and are evaluated by teachers in the schools.	Student teaching from the College of Education is for a university semester (18 weeks). Student teaching from the College of Health, Recreation, & Physical Education is for 14 weeks: students take education courses in a 4-week block at the beginning of the semester and then go out student teaching. Student teaching is full time. There are no minimum requirements for hours actually taught. Grading is Pass/Fail. Student teaching credits vary: Secondary - 10 credits Elementary - 10 credits Physical Education - 8 credits Health Education - 8 credits Elementary and secondary students have 4 seminar days during the semester. University supervisors make a minimum of 4 visits to each student teacher. Formal evaluations are completed by the supervisor 3 times in the semester. Cooperating teachers are paid $85 minus deductions (social security, etc.). Elementary and secondary student teachers are not allowed to take more than 2 courses during the student teaching semester. Most do not take any other courses.

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*Included in this survey are the two public doctoral granting institutions in Wisconsin and a random sample of 50% of the remaining public and private teacher training institutions in Wisconsin.

Institution - Field Experience Official	Field Experience Prior to Student Teaching	Student Teaching
UW-Madison Marie Weber 11-1-83	Each subject area works independently on field experiences: Four require formal pre-student teaching experiences from 3 full days weekly to 2 full days weekly to one half day per week. Supervision is by university personnel. Thirteen subject areas require informal pre-student teaching experiences. These typically call for observing and assisting experiences as part of a methods course. Ten areas do not require pre-student teaching experiences. These include Hebrew, Russian, Chinese, etc. Elementary students have 2 formal practicums prior to student teaching.	The length of the student teaching experience varies: a) Semester long (university semester), 35-40 hours per week. For certification K-12 in music, art, and PE, and in elementary education, social studies, business, distributive education, and math - 10 credits. b) Full semester for half days, 20 hours weekly, special education and communicative disorders, 3-5 credits. c) Eight weeks full time. On campus for 6 weeks of education courses first. Mainly secondary students in foreign language, English, home economics, science, communication arts, and theatre. Elementary students spend 4½ days weekly and ½ day per week on campus in a seminar. Physical education students have a seminar 2 to 3 times per semester. There is no minimum requirement for hours actually taught. Physical education student teachers receive letter grades. All others are graded pass/fail. Semester length student teachers are encouraged not to take any other coursework. Ten student teaching credits and a 2-credit seminar are considered a full load.

Institution - Field Experience Official	Field Experience Prior to Student Teaching	Student Teaching
UW-Madison Marie Weber 11-1-83		Cooperating teachers receive an honorarium based on the length of the experience as outlined above: a) = $50, b) = $25, and c) = $35. In addition, they receive a university faculty ID card entitling them to use of the library, track, natatorium, etc. University supervisors make 3 to 6 on-site visits. The Field Experience Office surveys student teachers and cooperating teachers each semester as a way of screening placements.

Institution - Field Experience Official	Field Experience Prior to Student Teaching	Student Teaching
UW-Milwaukee Annette Goldstein Paul Haubrich Dick Western	A 75-hour pre-student teaching field experience is a prerequisite for admission to teacher education. This requires 5 hours a week for 15 weeks and is worth 2 credits. The cooperating teacher and the student evaluate the student's performance. The Department of Exceptional Education requires 3 such experiences. At least one must be for credit. The other 2 may be verified without enrolling for credit.	The length of student teaching is a university semester of 16 weeks. a) Early Childhood and Elementary students are full time in the schools for 8 credits. They spend 8 weeks each at 2 sites. Kindergarten student teaching is for ½ day. Elementary student teachers spend ½ day per week at an on-campus student teaching seminar. The seminar is added credit. b) Secondary students spend a minimum of 4 hours daily in their schools. A minimum of 3 hours is spent in class teaching and 1 hour in conference with the cooperating teacher for 10 credits. No extra credit is given for their seminar. c) Special Education students teach for one semester in regular education classrooms on a ½ day basis in their junior year for 5 credits. In the senior year, they have 2 special education placements: 1. One half days for university semester for 5 credits. 2. One half days for 12 weeks with 3 weeks thereafter as full time for 5 credits.

Institution - Field Experience Official	Field Experience Prior to Student Teaching	Student Teaching
UW-Milwaukee Annette Goldstein Paul Haubrich Dick Western		Cooperating teachers in elementary and secondary recommend grades in writing to the university supervisor who actually assigns the letter grade. Students have an option of taking student teaching for credit/no credit. Cooperating teachers receive an honorarium of $7 per credit. Elementary university supervisors make 3 visits per placement and secondary supervisors make 3 visits per semester. In special education, the cooperating teacher assigns a grade. Both complete a definitive rating scale based on various skills. University supervisors make 6 to 8 visits in each of the 3 semesters. All student teachers are discouraged from taking other coursework through advising sessions and the undergraduate bulletin.

Institution - Field Experience Official

UW-Oshkosh
Mrs. Lolly Ratajzcak
11-1-83

Field Experience Prior to Student Teaching

Elementary majors have a junior clinical experience of 1 hour per day for 14 weeks. Three credits are earned. Evaluation is by a university supervisor.

Secondary majors take a Clinical Experience Course for 2 credits evaluated by a university supervisor. One hour per day for 14 weeks is required.

Special Education majors take a sophomore practicum consisting of full time experiences at 3 different sites for 3 weeks each. Six credits are earned. Evaluation is by the university supervisor. A junior clincial experience like that of elementary majors for 3 credits is also required. As part of a 4-credit course, they also are required to have a diagnostic experience for 1 hour per day for 10 weeks.

Field experiences are required in various education courses.

Student Teaching

Elementary majors student teach for 8½ weeks full day for single certification. Six credits are earned in 8½ weeks. A 1-credit seminar is also required.

Secondary majors student teach full time for 14 weeks for 8 credits. A 2-credit seminar is also required.

Special education majors student teach for 8½ weeks for 6 credits. A 1-credit seminar is required.

There is no minimum requirement for hours actually taught by the student teacher.

University supervisors assign the letter grade for student teaching based on their 6 visits to the site and on input from the cooperating teachers. Special education supervisors have a list of competencies which they use in observation and evaluation of the student teachers.

Cooperating teachers receive $60 per student teacher plus use of the university library.

Student teachers are discouraged from taking other coursework. They are required to complete methods courses and many other courses prior to student teaching.

Institution - Field Experience Official	Field Experience Prior to Student Teaching	Student Teaching
UW-Oshkosh Mrs. Lolly Ratajzcak 11-1-83		Full-time student teachers are allowed to take 1 course at night. Half-time student teachers usually take courses. They are strongly discouraged from carrying more than 16 credits.

Institution - Field Experience Official	Field Experience Prior to Student Teaching	Student Teaching
UW-Platteville Dr. Edwin Moore 11-1-83	All students are required to take the course, Participation in Teaching, for 1 credit. This requires 1 hour daily with a teacher in the classroom for a semester. Secondary students are encouraged to take Participation in Teaching with their methods courses. Many methods teachers schedule school visits. A number of secondary courses require from 4-30 hours of work in schools. Elementary courses require from 2-32 hours in teaching. All such experiences are included in the course grades.	The student teaching assignment is for ½ semester or 8-8½ weeks for 8 credits. There is no student teaching seminar due to the distance of placements from the campus. The students are in the schools full days. There is no minimum requirement for hours taught. Typically elementary majors spend half days in their assignment for the semester. Secondary majors typically spend full days for ½ semester. Early childhood majors take 4 additional credits of student teaching and are out for 12-12½ weeks. Kindergarten majors usually take 12 credits in order to be certified at another level. Evaluation of student teaching is mainly done by the cooperating teacher. University supervisors visit the student teacher a minimum of 3 times. They are encouraged to have phone conversations with the cooperating teachers between visits. A three-way conference near the end of student teaching is held to discuss the student's letter grade. Cooperating teachers are given $10 per credit as an honorarium. In addition, they can use the university's library facilities.

Institution - Field Experience Official	Field Experience Prior to Student Teaching	Student Teaching
UW-River Falls Ms. Mary Dougherty 11-1-83	Field experiences are required in each of the 3 courses in the human development sequence. Two require from 7-10 hours and one requires 2 full mornings of experiences. They are evaluated as part of the final course grade. Some techniques courses require work in school settings. Techniques instructors evaluate and coordinate these experiences. Elementary majors are involved in a block program in which they spend 4 hours, 3 mornings each week in a school for 12 credits. Techniques classes are taken in the afternoons. They are required to take 2 blocks and most of the students in the program are juniors.	Student teaching is full time for 12 weeks or 1 university grading quarter. Elementary majors earn 15 credits for 1 complete quarter. Broad area elementary majors student teach for 3 quarters: 15 credits for elementary, 5 credits for kindergarten, and 5 credits for nursery school. Three meetings are held each semester for student teachers. There is no minimum requirement for hours actually taught by the student teacher. The student teacher's grade is satisfactory or unsatisfactory. The cooperating teacher and university consultant mutually agree on the grade and each one writes a final evaluation. Cooperating teachers are evaluated by student teachers and university consultants for future placement. They receive $75 for a full-time student teacher and $45 for a part-time student teacher. University supervisors make 3 to 4 visits to each student teacher as a minimum. If there are problems, there will be additional visits.

Institution - Field Experience Official	Field Experience Prior to Student Teaching	Student Teaching
UW-Stevens Point Dr. Thomas Hayes 11-1-83	Most students are involved in a center program for which no credit hours are assigned. Students spend 3 days per week off campus in schools and 2 days on campus for a semester. At the same time they take a block of methods courses. Methods teachers evaluate the performance of these students, most of whom are juniors. All students take an exceptional education course which includes 10 hours of field experience.	Student teaching is full time for the length of the university semester. Elementary majors have 2 placements and earn 15 credits. Secondary majors earn 10-16 credits. No seminar course is required. There is no minimum requirement for hours actually taught by the student teacher. The cooperating teacher and university coordinator write a joint evaluation at the end of the semester. Letter grades are assigned. Secondary cooperating teachers receive $85 per student teacher. Elementary cooperating teachers receive $42.50. University coordinators visit each student teacher a minimum of 4 times. Elementary students are visited 2 times in each placement. Student teachers are advised not to take any other coursework.

Institution - Field Experience Official	Field Experience Prior to Student Teaching	Student Teaching
UW-Whitewater Dr. Warren Theune 11-1-83	All students take a 2-3 credit Observation-Participation course which requires 3 hours per week in schools. The Elementary, Secondary, and Special Education Departments all have methods and other courses with requirements for experiences with children. University faculty supervise these experiences and assign grades.	Student teaching is full time for the full university semester. Students earn 10-12 credits and also take a 2-credit seminar course. There is no minimum requirement for hours actually taught by the student teachers. Cooperating teachers and university supervisors evaluate the student teacher. The university gives the grade, but the cooperating teacher plays a vital role. Grades are pass/fail. University supervisors are specialists rather than generalists. They visit student teachers a minimum of 4 times. Cooperating teachers receive $10 per credit to a maximum of $80. They may use the university library. An inservice banquet for cooperating teachers is held annually. Student teachers are discouraged from taking other coursework, but they are allowed to take up to 16 total hours.

Institution - Field Experience Official

Cardinal Stritch College
Mrs. Patricia Magestro
11-1-83

Field Experience Prior to Student Teaching

Field Experiences are required throughout the freshman, sophomore and junior years. In Ed 100, Introduction to Education, students learn to observe before visiting in classrooms.

In the sophomore year, 4 quarters of aiding for a minimum of 50 hours in a variety of settings is required. Students participate in a decision-making seminar which 1) admits them into teacher education, 2) admits them with reservations, or 3) does not admit them.

In the junior year, students spend 4 quarters doing specific aiding for a minimum of 50 hours. A total of 100 hours is required. Most students complete 150-160 hours.

Student Teaching

Student teaching is full days for a full university semester for 9 credits plus 1 credit for a weekly seminar course. Elementary, early childhood, and special education majors student teach full days. Secondary majors student teach full days when possible unless they have to take on-campus classes. Students are discouraged from taking other course work.

There are minimum requirements for hours actually taught by the student teacher. By the end of the first quarter of student teaching, the student is engaged in full time teaching for at least 2 weeks. More full-time teaching is expected during the second quarter of the second site. A third quarter is required for anyone deemed "not ready" to go out after 2 quarters.

An evaluation profile on the student's knowledge and skill competency is part of the student's final evaluation and is completed by the college supervisor. A performance inventory is signed by the cooperating teacher, student teacher, and college supervisor. The cooperating teacher has the final say in the grade for the quarter on the performance inventory. The Pass/No Pass grade comes from the college supervisor.

Institution - Field Experience Official	Field Experience Prior to Student Teaching	Student Teaching
Cardinal Stritch College Mrs. Patricia Magestro 11-1-83		College supervisors make 3 visits per quarter or 6 per semester. They are required to write up and submit reports on those visits to the Chair of the Education Department. Cooperating teachers receive $25 per quarter which comes directly out of an assessed lab fee paid by the student teachers.

Institution - Field Experience Official	Field Experience Prior to Student Teaching	Student Teaching
Carroll College Patricia Schwanke 11-1-83	In the sophomore and junior years, each education course requires ½ day of classroom observations from 1 to 4 times. A 1 credit in-depth experience in the same classroom for 32 hours of field experience is required both semesters in the sophomore year. A letter grade is assigned by the college staff. Placement is tailored to the student's career goals and certification choice.	All student teaching is full day for the 14-week college spring or fall semester in the senior year. Students earn 12 credits and are required to attend a seminar every other week. There are no requirements on minimum hours actually taught, but students do turn in weekly reports showing how their hours are actually spent. Two or 3 college supervisors see each student for a total of 6 visits. The letter grade is officially assigned by the Coordinator of Student Teaching (one of the regular college supervisors) based on the college supervisor's evaluations, and recommendations of the cooperating teacher. Cooperating teachers receive $30-$50 per student teacher based on the length of the experience. They are allowed use of the college library even after their student teacher has left them. Students are not at all encouraged to take other coursework while student teaching. It is very rare if it is allowed at all. There is a provisional program for students who need extra help to improve their skills as they enter student teaching. Counseling is a part of this.

Institution - Field Experience Official	Field Experience Prior to Student Teaching	Student Teaching
Lawrence University Kenneth Sager 11-1-83	Students earn approximately 3 credits in 2 courses for 30-60 hours (each course) in 10 weeks in schools. Evaluation is through the use of a student journal and a statement from the instructor regarding the student's responsibility.	Student teaching is all day for a 10 week university term for 8 credits. Elementary candidates are expected to teach all day for 1 week as a preferred minimum. Secondary majors are expected to teach 2-3 classes daily. There are no minimum requirements for actual hours taught. Student teachers are evaluated by the supervising teacher through the use of a questionnaire. The cooperating teacher plays an extensive role in the evaluation and is paid $85.00. Grading is via letter grades. Lawrence is phasing out their elementary program as of June 1984. Student teachers are cautioned to take no other course work while student teaching. Elementary majors are observed 7 times in 10 weeks. Secondary majors are observed 2-3 times in 10 weeks.

Institution - Field Experience Official	Field Experiences Prior to Student Teaching	Student Teaching
Marian College Sister Deborah 11-1-83	Beginning with the second semester freshman and continuing through the senior year (except for student teaching), students average 48 hours per semester for clinical. Based on the results of the Preservice Teacher Perceiver Interview, an individualized, developmental plan is constructed with the student. Each student keeps a reflective log on his/her observations and conferences with the cooperating teacher after each experience in the classroom. The clinical coordinator evaluates the log and holds regular, individual conferences and group seminars with clinical students.	Student teaching, in all programs, involves 18 weeks for the entire day. A minimum of 3 weeks of complete and individual control is required. (Due to extensive clinical experiences, most student teachers take over after 1 month. Students are required to participate in all meetings and activities required by the school. Elementary majors earn 12 credits and secondary minors earn 9. Letter grades are assigned. The grade is arrived at by consensus of the student teacher, cooperating teacher, and with input from the principal and college supervisor. The college supervisor confers with the principal and cooperating teacher at each visit to the student teacher. Cooperating teachers, public and private, receive a $10.00 per credit stipend and library privileges. There is a group meeting with them at least once a semester. College supervisors visit student teachers at least 4 times a semester, hold a feedback session with them after each visit, and conduct a weekly seminar.

Institution - Field Experience Official	Field Experiences Prior to Student Teaching	Student Teaching
Marquette University Dr. Thompson 11-1-83	Elementary Education students must earn a minimum of 200-300 hours in clinical/lab experiences related to specific courses. These experiences are evaluated by the clinical teacher and principal at the school. A formal evaluation instrument is used at midterm and at the end of the semester. This experience begins in the freshman year. Secondary students have a minimum of 90-150 hours.	Elementary education students teach for 15 weeks and take part in a weekly seminar. Secondary majors student teach for ½ day for 16 weeks. This will change to all day in a new plan for both elementary and secondary. Students earn 8 credits (the new elementary and secondary plan will be 9 credits.) Evaluation of student teachers is a shared responsibility between the school and the university. The cooperating teacher prepares a written evaluation. Students are not given letter grades. The cooperating teacher receives $75.00 per student teacher. The university supervisor makes 4-15 on-site visits. Student teachers are discouraged from taking other courses. Elementary majors usually take a foundations course concurrently. Secondary majors can now take 3 courses or 9 credits, but this provision will be eliminated in the new plan, all day student teaching and a maximum of 3 other credits.

Institution - Field Experience Official	Field Experiences Prior to Student Teaching	Student Teaching
Mount Senario Dr. James Murphy 11-1-83	All 3 credit education courses have a field experience component of about 20 hours per course. Most students put in 100 hours. Evaluation is done in written form.	Student teaching is full days for 14 weeks for 8 credits. Students are asked to teach at least 1 week full time. Student teaching is done in the minor. Letter grades are assigned. The cooperating teacher has a major role, but the college does give the grade. Both complete a standard 3 page college form. Cooperating teachers receive $90.00 per semester. College supervisors make 4 on-site visits per semester.

Institution - Field Experience Official	Field Experiences Prior to Student Teaching	Student Teaching
Northland College Mrs. Lucille Eckels 11-1-83	1. Freshmen can take a field experience course of 24 hours in the schools for 1 credit. (In addition there is a seminar on campus.) 2. All students take 40 hours of field experience in their sophomore or junior years. 3. In addition, 25 hours of field experience is required in High School Techniques and Methods. For elementary majors, a number of education courses require varying hours of field experiences: art, physical education, social studies, and science. An additional 36 hours is required for Elementary Reading and Language Arts. (Elementary majors average almost 100 hours before student teaching.)	Student teaching is all day for 12 to 16 weeks. Student teaching in the minor is required. Though they may take other course work with special permission, most do not. The cooperating teacher fills out a mid-term and a final evaluation. Conferences are held with the cooperating teacher, college supervisor, and student teacher. Narrative evaluations rather than letter grades are used. Cooperating teachers receive an honorarium of $9.00 per credit. College supervisors make a minimum of 4 on-site visits. Academic faculty in secondary majors/minors also visit at least once.

Institution - Field Experience Official	Field Experiences Prior to Student Teaching	Student Teaching
Ripon College Dr. Larry Miller Dr. C. Sleeter 11-1-83	One hundred hours of observation and participation requirements are built in to several courses. Evaluation is through student journals, class discussion, and teacher evaluation.	Student teaching is all semester for half days beginning Fall, 1983, student teaching will be full day for a minimum of 10 weeks for 10 credits. It is desired that students have 1-2 weeks minimum of full teaching responsibilities. Students may take 1 course in their major while student teaching if it is needed. Students will participate in an education seminar following student teaching. Evaluation involves the coordinator of student teaching, the cooperating teacher, and the student. At the end of the semester all 3 discuss the grade. Cooperating teachers receive $75.00 as an honorarium. Student teachers are observed 3 times a semester, but the college would like to make more visits.

Institution - Field Experience Official	Field Experiences Prior to Student Teaching	Student Teaching
St. Norbert College Sister Sally Ann Brickner 11-1-83	Required field experiences depend on the level. The Exceptional Child course requires 5 school visits. Secondary students have a tutoring requirement and a field experience with the methods classes. At the elementary level, sophomores are placed for full days with a teacher for 5 weeks. They may also spend single days with the school nurse, principal, and janitor. Evaluation of field experience involves a student journal, professional reading, seminars, and action/reflection experiences. An evaluation is submitted by the teacher in the school, with the college professor submitting the final grade.	Art and music majors student teach full days for 15 weeks. Early childhood minors student teach for half-days for 15 weeks. Elementary and secondary student teachers spend 5 weeks on campus followed by 10 weeks, full days in the schools. Student teachers earn 8 credits. Elementary majors gradually increase their teaching loads so that they have 2-3 weeks of full time teaching. Secondary majors teach at least 2 hours in their majors and 1 hour in their minors or 3 hours in their majors daily. Student teaching is evaluated with the cooperating teacher and college supervisor giving the midtern and final evaluation in a combined report. A letter grade is assigned. Cooperating teachers receive a $100.00 honorarium. College supervisors make 5 formal on-site observations.

APPENDIX H.

The Charge to the Task Force on Teaching and Teacher Education

THE CHARGE TO THE TASK FORCE ON TEACHING AND TEACHER EDUCATION

By

Herbert J. Grover
State Superintendent

One of the few issues in education on which there seems to be agreement is the concern for the quality of teaching in our nation's schools. In an address at Yale University, Ernest Boyer, a former U.S. Commissioner of Education and currently President of the Carnegie Foundation for the Advancement of Teaching, declared "The teaching profession is caught in a vicious cycle, spiraling downward. Rewards are few, morale is low, the best teachers are bailing out and the supply of good recruits is drying up." Milton Goldberg, Executive Director of the U.S. Department of Education's Commission on Excellence in Education, stated "There is a general agreement from a lot of different constituencies, including teachers themselves, that we need to upgrade the profession." Concerns similar to those expressed at the national level are also evident in Wisconsin.

This is a difficult era for teaching and teachers. The problems of society are reflected in our schools, and teachers have been increasingly confronted with problems of discipline, cynicism and apathy, racial tension and societal reform. It is small wonder that the stress experienced by teachers is very high. Teachers need and deserve a high level of respect and appreciation for doing their jobs and doing them well in the face of adversity. We need to ensure that the structure of our educational institutions, at all levels, contributes to the pursuit of educational excellence and the overall well being of this most vital profession. The needs are so great that we must leave no stone unturned as we attempt to provide teachers, at each stage of their careers, with the support that will reinforce their commitment to the teaching profession.

The current turmoil affords both danger and opportunity. There is danger that the current concerns will result in piecemeal changes which fail to produce improvement and may aggravate some existing problems or create new ones. The opportunity exists to step back, examine carefully the current concerns, evaluate proposed solutions, and develop a coherent, coordinated plan to improve the quality of initial preparation and continuing professional development of the men and women who will be teaching in Wisconsin's schools during the remaining years of this century and into the twenty-first century. Twenty states are already involved in assessments of various facets of the teaching profession, and it is now timely for the Department of Public Instruction to undertake a careful review of the status of teacher education in Wisconsin.

Accordingly, I have appointed this Task Force, representative of Wisconsin citizens and the educational profession, to undertake a thorough review of the status of teaching and teacher education in Wisconsin. Generally, I charge the Task Force to search for answers to questions such as the following:

- What can we expect Wisconsin's teacher supply and demand picture to look like over the years between now and the year 2000?

- What are the implications of emerging technology for the initial preparation and continuing professional development of teachers?
- What can we do to attract the most dedicated people with the finest minds to teaching and the education professions?
- How do we assure rigor and quality in teacher education?
- How can we best utilize our most effective and most skillful teachers?
- What can we do to make the field of teaching sufficiently attractive to retain competent individuals in the profession?

The task force is also asked to direct its attention to the following specific topics and practices which our present research indicates are under consideration or in current use in other states:

- Fiscal and/or professional incentives which would assist in the attraction and retention of competent teachers
- Adequacy of the education received by teacher candidates in the arts and sciences
- Entry and exit examinations for teacher candidates
- Grants and/or aid programs for able students who intend to teach in Wisconsin
- Early and expanded clinical, field, and internship experiences for prospective teachers
- Requirement of a fifth year of preparation for teaching
- Requirement of a formal probationary period prior to regular licensure
- Level of resources devoted to teacher education and the cost effectiveness of teacher education programs
- Standards for certification of teachers and other professional educators

- Mechanisms for identifying and utilizing more effectively the talents of our most skilled teachers
- Accreditation of teacher education programs and the role of the Department of Public Instruction in that activity
- Roles of school districts, the Department of Public Instruction, cooperative educational service agencies (CESA) and higher education institutions in providing support for needed inservice training and continuing professional development of teachers.

However, the Task Force should not necessarily restrict its attention to the above topics or issues but should devote some of its initial effort to identifing other issues and problems in order to establish an effective and comprehensive agenda for its deliberations and recommendations.

I am asking that the Task Force consider the possible application, potential structure, advantages, disadvantages, long range results, and evaluation of each proposal it identifies concerning the above topics. The final report of the Task Force should include an analysis of each prescribed topic as well as other subjects the Task Force chooses to investigate. All recommended policies and procedures should be analyzed in reference to other relevant components of teaching and teacher education. The final report of the Task Force should outline a cohesive structure of broad principles, public policy and mechanisms which enhance public education and teaching in Wisconsin.

Task Force Membership

I have appointed this task force in the hope that it will represent a diverse cross-section of professional educational organizations, institutions of higher education, business and industry, labor, parents, and citizens interested in strengthening and assuring the quality of teaching and teacher education in Wisconsin.

Paul Hassett, President of the Wisconsin Association of Manufacturers and Commerce, has accepted my invitation to serve as the Chair. To assure that the task force is broadly based, a substantial number of you are private citizens and are not representative of educational organizations.

As Task Force members, you will receive no honoraria or salary for time and services rendered. However, you will be reimbursed under current reimbursement provisions for state employees for any expenses you incur as a result of performing duties related to this task force.

Meetings

The Task Force will meet at the call of the Chair. At least two public hearings should be held early in 1983 to secure the views of citizens and educators concerning problems and issues. These hearings will be scheduled in different geographic locations and broad participation should be encouraged. Similarly, later in the study, at least two public hearings should be held to obtain the views of citizens and educators concerning the draft recommendations of the Task Force.

Task Force Resources and Staff

Staff for the Task Force will work under the direction of Richard A. Rossmiller, Professor of Educational Administration, University of Wisconsin-Madison, who will serve as project director. Staff will be drawn from the DPI and will include:

- One full-time planning analyst who will serve as Assistant Project Director and who will be responsible to the Project Director. This person's duties will include such research, administrative, and staff coordinating activities as may be designated by the Project Director.

- At least one part-time research assistant.

- Other DPI professional personnel whose areas of expertise are relevant to the work of the task force. It is anticipated that the assistance of the Bureau for Policy and Budget (including the Program Evaluation and Research Section and the Budget and Policy Analysis Section) and the Bureau for Teacher Education and Certification will be essential.

- DPI secretarial and clerical staff assistance will be assigned and utilized as necessary.

A close working relationship between the project staff and other staff members of the Department of Public Instruction, especially those involved in teacher certification, will be encouraged. A substantial portion of the data which will be needed are likely to be found in the records maintained by the Department. Reliance will be placed on various Department staff persons for assistance in identifying, consolidating, and interpreting such data. This will enable the project staff to concentrate more heavily on identifying and gathering data from external sources. Members of the Department staff also will be requested to lend their counsel and expertise in the identification of salient problems and issues and in the identification of alternative courses of action which might be taken on each issue. Liaison with my Advisory Council for Teacher Education and Certification also will be vital to the success of this project. Such liaison will be provided by the Chair and the Project Director. Moreover, the draft recommendations of the Task Force will be submitted to the Advisory Council for review and comment.

Time Frames

The Task Force shall complete its work no later than December 20, 1983. A progress report based on information accumulated from the hearing and other research will be made to me no later than May 20, 1983. It should address the following questions:

- What are the most vital issues relating to the charges issued to the task force?
- What information is available?
- Is the timeline workable and are committee resources adequate?
- What interim policies or priorities are critical now?

Following the progress report and as additional data become available, the Task Force should continue to develop the list of issues, information concerning the issues, and possible courses of action for the State Superintendent. However, during this phase of the study the emphasis of the Task Force should shift to (a) prioritization and analysis of issues with specific reference to Wisconsin and (b) formulation of recommendations.

The Task Force should develop some preliminary recommendations for dissemination to concerned parties by August 20, 1983. Public Hearings will be held in September 1983 to receive the comments and suggestions of interested parties concerning the preliminary recommendations. The final report of the Task Force on Teaching and Teacher Education should be completed and delivered to me no later than December 20, 1983.

The following schedule of activities is suggested as a guide for the Task Force, Project Director and staff.

Time Periods	Projected Activities
11/20/82 - 5/20/83	• Development of a base of information
	• Identification of issues
	• Preliminary analysis of issues
	• Identification of critical interim policies and priorities.
	• Public Hearing I (Information Development)
5/20/83	• Progress Report
5/20/83 - 7/20/83	• Continued development of information base
	• Continued analysis of selected issues
	• Prioritization of issues
	• Development of preliminary recommendations
7/20/83 - 11/1/83	• Public Hearing II (Response to preliminary recommendations)
	• Continued development of information base
	• Further analysis of selected issues and information
	• Development of final recommendations
	• Development of a final report
11/1/83 - 12/31/83	• Final Report by December 20, 1983

Scope of the Study

The final report of the Task Force should include general information, projections, analyses, and recommendations. I have asked the Task Force to respond to each of the six questions and specific items previously posed in this document. For each problem or issue identified as being vital and important, objective and subjective data should be sought concerning the nature and extent of the problem or issue. For example:

1. Demographic data concerning trends in birth rates, school enrollments, number of teachers being trained, Wisconsin's demand for teachers, placement of graduates from Wisconsin teacher education institutions, the relative number of Wisconsin graduates in the teaching profession, regional differences and needs, the needs of urban and special populations, and the number of teacher retirements.
2. Program-related data such as descriptions of the nature of existing public and private teacher preparation programs and the training received by Wisconsin teachers who attended out-of-state institutions.
3. Perceptions of currently active teachers and recent graduates of teacher preparation programs concerning the strengths and weaknesses of the preparation they received and the continuing professional development and inservice opportunities available to them.
4. Points of view concerning the problem or issue, e.g., opinions expressed by educational leaders, organizations, etc., concerning the nature, importance, and pervasiveness of the problem or issues.
5. Alternative courses of action that might be followed to deal with the problem or issue with an analysis of the strengths and weaknesses of each course of action.

The recommendations to me should include questions of governance (including needed changes in statutes, rules, regulations, certification standards, and program administration), the utilization of teachers, cooperative interagency ventures, and interagency relationships which contribute to the long-range educational welfare of Wisconsin citizens, general principles of operation and/or program goals, and needed changes in Wisconsin programs of teacher preparation and continuing professional development.

* * * * * * * * *

Teaching is the most fundamental profession in our society because everything else we do depends on the quality and dedication of our teachers. Therefore, the contribution of your time and talent to this task force is an investment in not only quality education, but also in a better Wisconsin for everyone. Thank you for serving. Thank you for answering this call. We all anxiously look forward to your recommendations.

11/15/82

APPENDIX I.

Survey of Wisconsin Association of School District Administrators, Quality of Teacher Education, Wisconsin

SURVEY OF W.A.S.D.A. MEMBERS
QUALITY OF TEACHER EDUCATION - WISCONSIN

Number of District Administrators Surveyed: 412
Total Number of Responses: 316

I. District Enrollments: ________

II. Number of years as Superintendent of Schools: ________

III. Character: 236 Rural 53 Suburban 16 Urban

IV. List the WISCONSIN institutions whose graduates you have hired during the last SEVEN years:

(See Summary Report of Written Comments, attached)

V. Check ( ) the characteristics which you believe generally reflect the program for preparation of beginning teachers provided by institutions above:

192 a. Provide pre-student teaching field experience
172 b. Provide extensive student teaching experience
161 c. Establish sound foundation in methods and techniques of teaching
240 d. Establish subject-matter competence
80 e. Foster communication between institution and local district
125 f. Develop classroom management skills
158 g. Develop skills and techniques in instructional planning
101 h. Develop human relation skills
21 i. Other: ________
6 j. Other: ________

VI. Indicate by check ( ) the areas where you believe current teacher preparation programs need improvement:

192 a. Provide pre-student teaching field experience
172 b. Provide extensive student teaching experience
161 c. Establish sound foundation in methods and techniques of teaching
240 d. Establish subject-matter competence
80 e. Foster communication between institution and local district
125 f. Develop classroom management skills
158 g. Develop skills and techniques in instructional planning
101 h. Develop human relation skills
21 i. Other: ________
6 j. Other: ________

VII. Please indicate your attitudes toward four issues which have bearing on Task Force charge.

		SUPPORT	OPPOSE	UNDECIDED
a.	Teacher competency tests as a requirement for certification	183	59	73
b.	Requiring a fifth year of professional preparation for certification	106	137	69
c.	Screening tests as basis for entrance into schools of education	245	39	32
d.	Establishing the post of "Master Teacher"	170	45	96

THE NUMBER OF TEACHERS EMPLOYED BY RESPONDENT DISTRICTS AT THE FOLLOWING TEACHER PREPARATION INSTITUTIONS

8	ALVERNO	21	ST. NORBERT
6	BELOIT	201	U.W. EAU CLAIRE
15	CARROLL	48	U.W. GREEN BAY
16	CARDINAL STRITCH	156	U.W. LA CROSSE
11	CARTHAGE	215	U.W. MADISON
1	CONCORDIA	75	U.W. MILWAUKEE
11	EDGEWOOD	177	U.W. OSHKOSH
12	LAKELAND	11	U.W. PARKSIDE
25	LAWRENCE	96	U.W. PLATTEVILLE
2	MARIAN	95	U.W. RIVER FALLS
19	MARQUETTE	164	U.W. STEVENS POINT
8	MILTON	174	U.W. STOUT
3	MT. MARY	92	U.W. SUPERIOR
3	MT. SENARIO	152	U.W. WHITEWATER
7	NORTHLAND	12	VITERBO
12	RIPON		

SUMMARY REPORT
Written Comments

Survey of Wisconsin Association of District Administrators
Quality of Teacher Education, Wisconsin

In April of 1983, Wisconsin School District Administrators were surveyed by Mr. Bob Krueser, a member of the Superintendent's Task Force on Teaching and Teacher Education, and a long time WASDA affiliate. Of the 412 district administrators in Wisconsin, 316 surveys (76.7%) were returned.

Frequency responses were reported to the Task Force on Teaching and Teacher Education at its April 21-22 meeting in Wausau, Wisconsin. The following is a synopsis of the written comments from the survey.

WRITTEN COMMENTS

Three items from the survey requested written comments from the administrators. Those comments were analyzed by dividing them into the following categories as generated by the Task Force on Teaching and Teacher Education: Prepare, Attract and Retain. An "other" section was also added. Within each of the categories, comments were further broken down by survey questions. The following is a summation of those comments.

Attract/Retain

Two central themes dominated the comments generated in this section: (1) pay and (2) master teacher concept.

Several district administrators indicated that better pay is needed if better teachers are to be attracted to teaching and retained in teaching.

The master teacher concept generated a majority of the comments from district administrators.

Most concern voiced was in regard to definition and implications of the concept. Few district administrators indicated unqualified support for the concept through their comments on this survey. Several saw the "master teacher" as an admirable concept in theory but questioned the practical realities of the implementation of such a program.

The issues of merit pay and differential staffing were supported through the concepts of several administrators.

Prepare

A major portion of the survey gave attention to teacher education. Thus, the vast majority of comments reflected concerns relating to the preparation of teachers.

Question VI generated comments regarding areas in which teacher preparatory programs need improvement. Four major themes were noted:

1) Much concern was voiced over affective, subjective needs of teachers. These needs included: common sense; professional behavior; relationships with students, peers, administration, boards of education, parents, and community; ethics; and work habits.

The number of comments by the district administrators indicate that more needs surface in this area than in other areas of teacher preparation. Administrators' written comments expressed deep concern over teacher attitudes and behavior.

2) A second area of concern was that teacher preparation programs address the area of methods, techniques, and classroom management. Not one district administrator mentioned that teachers need more math or science knowledge/skills.

3) The third area of concern mentioned related to basic skills' needs, particularly those of verbal and written communication. Administrators indicated concerned that teachers be able to write and articulate their concerns and thoughts. To do so in grammatically correct style was also mentioned. Listening skills were also mentioned as need of teachers.

4) Final areas of concern which share the fourth most frequently suggested needs were in the programs of mainstreaming students, particularly Exceptional Educational Needs (EEN) students, and in curriculum development.

The final and most extensive comments were offered in response to item VII. "Please indicate your attitude toward three issues which have bearing on Task Force charge."

Four major areas of concern surfaced: testing, field experiences, teacher education, and personal qualities of teachers. A brief summation of the remarks of administrators who commented on each of the areas reveals the following:

1) Testing.

Administrators who commented on this issue raised concerns that tests will not adequately measure teaching skills and competencies. As one administrator remarked, "If competency tests are utilized, they must reflect more than academic criteria regarding: logic, reasoning, writing ability, ability to develop and teach concepts etc." Only a minority of comments supported the use of competency tests.

2) Field Experience.

The majority of administrators expressing opinions in this area supported the strengthening of field experiences by extending the time of the experience and by offering better supervision. The concepts of "master teacher" and "fifth year of professional preparation" were supported in regards to strengthening field experience.

3) Teacher Education.

Faculty members in teacher education programs, as well as the programs themselves received strong criticism from the administrators who commented on teacher education. While some indicated it is doing adequately, all mentioned need for improvement. Administrators commented that faculty members are out of touch with reality, do not know themselves how or what to teach, and are too easy on students in regard to grades, requirements, and possible success as a teacher.

4) The fourth most commented on concern was in regards to personal, affective, social concerns previously mentioned.

Other comments related to: pay, evaluation, classroom management, basic skills, attracting qualified teachers, certification, and methods of teaching.

In conclusion, a word of caution must be suggested to the reader of these comments. Over one-half of the survey respondents included one or more written comments. The comments varied in diversity and in meaning. This paper simply is a means of condensing those comments into a useful form for the reader. Considerable judgment was utilized in the process. Further statistical research needs to be completed on these issues prior to asserting that district administrators as a group feel a certain way about a particular issue.